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ABSTRACT

The final report describes the Winnebago (Nebraska) Behavior Analysis Program to develop, implement, evaluate, and disseminate services and strategies for improving the educational services to K-12 handicapped students in small, rural school districts. The program has four major components: the Curriculum Management System (to assist in assessing students who are mainstreamed, planning remediation, and monitoring student progress); the Peer Tutoring Program; the Family Tutoring Program (to teach parents to work with their children in math, reading, and spelling areas); and Inservice Training. The bulk of the document reports program accomplishments relating to each of the components. Noted among achievements are development at a student self-monitoring (tracking) system, development of the Basic Skills Tutoring Program, training 10 families in reading and/or math tutoring procedures, and production of a workshop and manual on techniques of individualization. Appendixes include sample materials from the Curriculum Management System, sample materials from the Peer Tutoring Program, and sample codes for classroom observation. Graphs, tables, and evaluation sheets are also provided. (SW)

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FINAL REPORT OF THE WINNEBAGO BEHAVIOR ANALYSIS PROGRAM

A K-12 HANDICAPPED CHILDREN'S MODEL PROGRAM

USDE Handicapped Children's Model Program Grant

#G00790307

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INTRODUCTION

During the last three years, the Winnebago Behavior Analysis Program has had, as its goal, the development, implementation, evaluation, and dissemination of services and strategies for improving the educational services for handicapped students in small, rural school districts which may or may not serve minority students. Specifically, the WBAP has been charged with (1.) the integration of handicapped children into the regular classrooms through development of effective teaching programs and systems for monitoring student progress; (2.) continuation of school-based programs for handicapped children in the home environment through development of effective family training programs; (3.) rapid remediation of academic and social skill deficits in the resource room through the development of an efficient instructional, drill, and assessment package; and (4.) continual reassessment and analysis of academic and social skill levels of handicapped children through the development of ongoing criterion-related accountability systems which would be maintained in the resource room, regular classroom, and home environments.

The program's philosophical base is a reliance upon educational programming which produces replicable effects upon the behavior of each and every target individual as measured by observational tracking systems which are based upon the observable criteria and objectives of the individuals and institutions responsible for each target subject. Thus, the WBAP has divided its services into four components: a curriculum management system, a peer tutoring program, a family training component, and an inservice training program. Before summarizing the activities within each component during Year 3 of the WBAP, the following pages will summarize the major developments within each component during the entire three year span of the program.

Component I: The Curriculum Management System

The general purpose of the Curriculum Management System (CMS) is to assist the special and regular educators in assessing the needs of students who are mainstreamed, provide assistance in planning remediation, and allow for the monitoring of student progress. Minimal objectives are specified in major curricular areas; available supplementary materials and ideas for remediation are keyed to each minimal objective; and students themselves record and track their own progress through the curriculum. Teachers receive inservicing on how to use the information from the students' daily progress charts to plan supplemental and remedial activities to meet the individual needs of mainstreamed and regular students. In addition, more in depth assessment of student skills is keyed to particular patterns on progress charts, resulting in the design of additional, remedial programming. A Resource Center of materials has been developed for teachers' use.

Products Developed: a tracking system, catalog of materials, Resource Center, and manual for teachers has been developed expressly to meet the needs of the Winnebago Schools (keyed to the objectives in their curricula). A manual on how to develop and use similar CMS's has also been developed for use by other schools or classrooms which would like to replicate the CMS or aspects of the CMS.

Evaluation Strategies: the variety of assessment strategies have included daily measures of student progress on the self-recorded student tracking charts, records of teacher use of materials and correlations between materials used and needs of students, a multiple baseline study of

the effects of self-recording on mastery rate of skill acquistion in reading and math.

Component II: The Peer Tutoring Program

The Winnebago Peer Tutoring Program have been developed to help assure the full participation of Special Needs students in regular classroom activities by providing guided practice in areas of skill weaknesses. The 2 components of the program include a "Basic Skills" component to supplement reading, math, and spelling instruction and a "Content Areas" component to assure progress in secondary regular education classrooms. Although professionals might be needed to implement either program initially, paraprofessionals and even students can maintain them easily once established. Tutoring sessions are very structured, with pre-assessments of performance and placement at an appropriate level in the program (basic skills) and daily monitoring of performance and tracking of progress by tutors. Tutors are trained to carry out tutoring tasks including recording and graphing, praising, correcting errors, asking appropriate questions, etc.

Products Developed: manuals explaining all details for replicating the program (2 manuals), tutoring materials such as tutor booklets and games used during tutor training have been developed and can be received from the program. The curriculum used in the basic skills program is explained in the trainer's manual.

Evaluation Strategies: Student's work as displayed on daily graphs of progress represent the method the trainer uses to evaluate the effectiveness of the program on students' skill acquisition. In addition, the WBAP has used pre-post-test assessments using norm-referenced tests to evaluate the overall effectiveness of tutoring on skill growth (controls were tutees; because not all tutees received instruction in all areas, those areas not tutored were "control" behaviors). Finally, three major single-subject design evaluations were made to investigate the effects of tutor training on tutor behavior and tutee performance, to evaluate the effects of the secondary tutoring program on grades in the regular classroom, and to evaluate two different approaches to structuring the math curriculum.

Component III: Family Training

This component, as Component II, has developed into two separate aspects or projects. The Family Tutoring Program has developed and implemented procedures to teach parents to work with their children at home in math, reading, and spelling areas. This program is monitored by the child's resource room teacher and involves students working with their parents on a daily basis. The structure of the program is quite similar to the peer tutoring program, where parents or other family members are trained to work with their children. The second Family Training Program has evolved into a home-school program in which parents are trained to work with their children to improve their (the children's) behavior in school or at home. A Daily Report Card Program in which parents prompt and consequate improvements in their children's behavior has been successfully

implemented and evaluated for two years. A unique aspect of this program, and one that has made it very effective in the Winnebago School, is the fact that the program has been developed to work with various levels of parental involvement.

Products Developed: a manual detailing how to implement a Daily Report Card Program with various levels of parental involvement has been developed. In addition, a description of how to replicate the Family Tutoring Program is also available.

Evaluation Strategies: A variety of single-subject research designs have been utilized to evaluate the effectiveness of both programs.

Component IV: Inservice Training

Inservice Training has undergone some changes during the three years of the program. During all three years, WBAP staff have assisted teachers acquire skills at managing and individualizing in their classrooms. In Years 1 and 2 courses for college credit were offered in behavior and classroom management and were taught at the Winnebago Public Schools. In these classes, teachers were asked to develop and implement projects to practice skills that would assist in mainstreaming Special Education students. In Year 3 of the WBAP, the majority of inservice training (in addition to in-class consultation) was integrated within the other components of the program and was conducted in a workshop fashion with school staff. During Year 3 additional training was carried out with personnel from other schools as part of the program's dissemination activities.

Products Developed: In addition to the teacher training materials which are integrated into the manuals explaining how to develop and implement each component, the WBAP has developed an Observer's Training Manual to be used in training paraprofessionals (or teachers) to observe and record behavior in a classroom.

Evaluation Strategies: During Years 1 and 2 the evaluations of this component consisted of single-subject research designs either carried out by program staff or by teachers enrolled in courses. These studies evaluated the effectiveness of the strategies developed to assist the integration of Special Needs youngsters. During Year 3 the major evaluations were data collected by WBAP staff, as described later in this report.

Summary of Services to Children during Year 3 (1981-1982)

Many students at Winnebago received services from all four components of the Winnebago Behavior Analysis Program, although some received services in only two or three of the projects. The following tables summarize the numbers of students receiving services, their grade in school, and, when appropriate, their handicapping condition.

Resource Room Students (Component IV and I: Inservice/Curriculum Management)

Initials	Grade	Handicap
RB	5	BI (Behaviorally Impaired)
MB	10	LD (Learning Disabled)
MB	7	LD
PB	9	LD
MB	4	LD
TC	6	EMH (Educable Mentally Handicapped)
VC	7	EMH
FC	1	LD
LD	11	LD
ME	2	LD
CF	8	BI
WG	7	LD
PH	6	LD
DK	11	LD
NK	9	LD
SK	2	LD
GM	5	EMH
CR	11	LD
NR	7	LD
JS	11	LD
DT	8	LD
CW	1	LD
RW	8	LD
RW	4	LD
DW	6	LD
MW	2	LD
SW	5	LD
BD	3	LD
DW	7	LD
DR	8	EMH
DF	9	EMH

Totals = 31 students, 5 EMH, 2 BI, 24 LD
14 elementary, 17 secondary

Winnebago Peer Tutoring Program (Component II)

Initials	Grade	Handicap
JS	11	LD
DF	9	EMH
DW	6	--
TB	7	--

SL	4	--
ML	7	--
SV	6	--
LZ	6	--
AB	5	--
LH	6	--
DH	6	EMH
DW	6	LD
VC	7	EMH
RB	5	BI
WE	6	LD
TC	6	EMH
CH	6	LD
DR	8	EMH
TW	2	--
MW	2	LD
SW	5	LD
SH	5	--
PH	6	LD

Totals = 23 students

Family Training Program (Component III)

Initials	Grade	Handicap
AF	2	--
WE	6	LD
GM	5	EMH
SK	2	LD
KE	9	--
DW	6	LD
BD	3	LD
LW	3	--
CF	7	--
MW	2	LD
RW	4	LD
WG	7	LD
JK	1	--
CF	8	BI
RB	5	BI
CW	1	LD
JS	11	LD
JN	10	EMH
TW	2	--

Totals = 19 students

Family Program (Component III)

Initials	Grade	Handicap
VC	7	EMH
TC	6	EMH

WC	7	LD
RB	5	BI
NR	7	LD
WE	6	LD
SP	2	--
JT	7	--
PH	6	LD
DR	8	EMH
DW	6	LD
SW	5	LD

Totals = 12 students

Regular Education Students Receiving Inservice Training (Component I, IV)

# Students	Grade
36	K
20	1
17	2
18	3
19	4
17	5
19	6
23	7
20	8
21	9
16	10
15	11
11	12

Totals = 252 students

Students Served Directly Through Dissemination Activities (Components II, III)

South Sioux City High School = 35 students (19 tutees)
5 Special Education (3 EMH, 2 LD)

Sioux City, Iowa = 22 students, all Special Education
4 LD, 18 MDE (EMR)

Walthill, Nebraska = 1 Special Education Student (multi-handicapped)

A total of 341 students were directly served by the WBAP during 1981-1982. Of these students, 59 were Special Needs students who were receiving additional Special Education services. Through teacher workshops and other dissemination activities, additional students were also indirectly served.

COMPONENT I. CURRICULUM MANAGEMENT SYSTEM

Accomplishments Proposed for Year 3

1. Finish evaluating the effectiveness of the CMS at tracking student behavior and make modifications based upon data.

2. Develop a student self-monitoring system to complete the CMS.

3. Finalize the secondary CMS.

4. Develop a manual for administrators of other districts to use in developing their own CMS.

5. Provide for teacher maintenance of the system.

6. Disseminate CMS materials.

Modifications in the Curriculum Management System

Major modifications took place in the Winnebago Curriculum Management System during Year 3 of the project. Although a tracking system had been developed to assist teachers in daily and long term planning, results of Year 2 evaluations noted some problems in the implementation of the CMS:

1. A majority of teachers, including the resource room Special Educator, did not correct students work daily--in fact, some teachers did not even correct work weekly. Thus, students' work was not tracked; and teachers were largely unaware of the needs of their students.

2. Most teachers did not require mastery of skills taught in the curriculum. Students were allowed to pass from assignment to assignment with little to no regard to whether they had mastered skills.

3. Seatwork given students, particularly mainstreamed Special Education students, was not correlated to the skills they needed to work on but, seemingly, randomly selected.

4. Anecdotal "data" indicated that teachers were not aware of the individual needs of their students--what skills they were strong in and what skills they were weak in and in which they could use additional practice.

(Although the above conclusions may seem a bit discouraging, yet there had been significant changes in teacher behavior during Year 2 of the project. When the Winnebago Behavior Analysis Program started in Year 1, the school had no established curricula in any area--no math curriculum, no reading curriculum, etc. Individual teachers "taught" as they wished, making worksheets from day to day. The school had no reading program--several years previously it had used the Westinghouse PLAN system. The WBAP was instrumental in getting the elementary school to adopt basal curricula in math and reading, in getting all students in the school--including Special Education students--assessed and grouped appropriately for instruction. During Year 2 of the project, cross-grouping in reading and math was effectively implemented, and students were receiving instruction at an appropriate level. Prior to this intervention, for example, all students in a grade, for example first grade, received reading instruction as one group, with no readers.)

Because the major purpose of the CMS is to accelerate the skill acquisition of Special Education students who are mainstreamed in the regular classroom and to prevent and remediate delays among all students, a more responsive system was developed during the Summer of Year 2 and implemented and modified during the Fall and Spring of Year 3. This system included:

1. A Resource Center of materials which could be checked out by all teachers in the school. The school, because of differences in priorities, had not allowed any purchases of student materials by the classroom teachers for several years. In addition, the resource room was not well-equiped with commercial or teacher-made games, activities, or even worksheets. The Resource Center was developed because it was felt that little individualization could take place without materials that could be used by the students in the classroom.

2. A tracking system which was revised to be both diagnostic and a record of student progress.

3. A catalog of the materials in the Resource Center keyed to the objectives in the curriculum and to the students' tracking system.

4. A set of simple remedial procedures to assure that mastery of skills in the curriculum takes place.

5. A set of procedures to train teachers to use the materials, the catalog, remediate skills, etc., as well as a program to train students to track their own progress through the curriculum. Self-recording by students was undertaken because of difficulties in getting teachers to track (it was thought that students recording their own progress would free teachers to spend their time using this information to remediate and individualize).

Resource Center

During the Summer of 1981 the WBAP staff developed a library of materials to be used by students in reading, math, language arts, and in the secondary survival skills areas. These materials were commercially purchased and teacher-constructed and were largely materials that could be used by individual or small groups of students during seatwork activities. Many were self-correcting and self-instructing. Although the WBAP purchased the majority of these materials, many were those already bought in Years 1 and 2 of the project. In addition, materials from the resource rooms and from some classrooms were integrated into the library.

The purpose of the Resouce Center was to allow teachers to check-out and use materials which would remediate skills or give extra practice on those skills which students were working on daily. Thus, all materials in the library were correlated to objectives in the math and reading curriculas. Because the Winnebago Public Schools did not have an established language arts curriculum, the WBAP developed a sequence of objectives in this area and correlated the Resource materials to these objectives. Thus, a teacher who was looking for some materials to reinforce a particular skill could very

easily look up the objective in her/his manual and find a listing of materials correlated to the objective. Because the classes at Winnebago all include students with a wide range of skill levels--all Special Education students are mainstreamed in addition to the regular ed students who may vary up to three grade levels in one class, the ability to check out materials on a daily basis for all students would facilitate individualization and remediation.

In addition, many materials were included in the Resource Center which allowed students at different skill levels to work together--games, for example, with different cards or levels for students with different skills.

A sample page from the catalog of materials is included in the Appendices. Teachers "ordered" materials daily (they could check them out for 3 days), with the orders filled by the WBAP. Staff also kept track of the frequency with which materials were checked out by teachers, who were required to request materials for a specific child (list the name of the child/ren the materials were for. This allowed staff to determine if the materials being checked out were correlated to needs as indicated on the student's/s' tracking card.

Tracking System

Initially, all objectives in the reading and math curricula were task analyzed and sequenced within major goal areas. For example, all word analysis, word comprehension, detail comprehension, context clues skills, etc., were task analyzed and sequenced within each level of the reading curriculum. The same was done in math--within a specific level, all operations skills, word problem skills, geometry skills, etc. were identified and sequenced. Then, a tracking card was developed which showed these objectives within the goal areas. As criterion tasks to determine whether students were mastering objectives, progress in the students' workbooks was used. Thus, students tracked their progress through the curriculum's objectives by tracking their performance on tasks in their workbooks in math and reading.

A sample tracking card is included in the Appendices. Numbers on the card indicate pages in the student's workbook. Major rows indicate goal areas--WA = Word attack or phonics skills, e.g. Thus, a teacher reading this card can quickly see what progress a student is making and what skills and major areas a student needs remediation in. For example, a number of skills in detail comprehension were not mastered, this would indicate a need for extra help in this area of reading. Or, a student's card may indicate a pattern of errors in context clues--more practice would be needed there. Finally, columns indicate lessons in the teacher's manual when major skills are introduced. Cards in which student's miss many items in the same column would indicate a need for reteaching of a complete lesson. Because of the ways skills are organized on the tracking cards, teachers can easily pinpoint specific objectives for remediation and identify goal areas which need more practice--the cards are diagnostic as well as recording progress.

Students were trained to track their own progress on these cards and teachers were trained to read the cards and select remedial materials based on student performance. As soon as work in the students' workbook

was corrected (hopefully daily), each student would color in the dot corresponding to the workbook page--green for mastery and yellow if mastery was not achieved. Students were trained to know when a page had been mastered--teachers were asked to be consistent in how they indicated "passing" and keep criteria for success at 80-100% correct.

A simple remediation procedure was introduced to the teachers. If a student received a yellow dot, that student should be required to redo the skill either by being asked to do an additional worksheet correlated to that skill (and provided by the basal program) or by ordering a material correlated to that skill from the Resource Center. To find the appropriate materials, the teacher would merely look in her/his manual of "correlations" provided by the WBAP. A sample page from this manual is included in Appendix C. "Individual" refers to materials which can be used by students individually, and "group" indicates those materials used only by groups together. Numbers indicate catalog numbers for materials. Thus, a teacher would find the appropriate correlation, and look up the materials' numbers in the catalog--then check them out. After a student had finished an additional activity (80-100% correct), the teacher or the student would place a green stick-on dot over the yellow dot on the tracking card.

Students who were mainstreamed into regular classrooms would also have similar cards, so that their teachers in the regular classroom could easily identify supplementary seatwork which would most directly benefit them. In addition, the Resource Room teacher used the same system to remediate and track the progress of students she served for reading and math.

Some students in Special Education were not placed in the school's regular curriculum (though most were). For these students, similar tracking systems were set up following the specific sequence of skills taught in each long term goal area. For instance, a student in the Edmark reading program would have long term goals in word recognition, word comprehension (matching picture to word), and sentence comprehension (phrase and sentence to picture). Additional materials could then be identified from the correlations by looking in the major skill area at the student's difficulty area until the appropriate materials were located.

Assessment, therefore, was an on-going facet of the CMS. Students who were having difficulty with only one specific skill were identified quickly. Students who had more general needs--seemed to have difficulty in a skill or skill areas also were identified quickly so that additional help could be given. This system also served to help the Resource Room and regular educators in diagnosing more specific needs. In addition to the library of materials for student use, the WBAP developed a library of norm- and criterion-referenced assessments which could be used to pinpoint more specific needs. After looking at the student's daily progress card, the teacher or resource room teacher could identify some

questions about the student's skills. For example, a pattern of errors in specific areas might indicate a need to identify more specifically the skills a student does and does not have in those areas. More generalized error patterns might indicate a need for asssessments in different areas.

Once these general assessment needs had been identified, the teacher can refer to the assessment section of her/his manual to pinpoint those evaluations which would help answer these questions. The available tests are listed in this manual according to skill area and difficulty level. A sample from the manual is included in the Appendices.

After these assessments had been identified and given, the results would be analyzed and a specific remedial plan plotted. In doing this, an additional row of objectives would be added to the bottom of the student's tracking card.

Finally, review of skills and remediation based upon performance on review tasks is also built into the CMS. Unit tests are also plotted on each tracking card, and performance on these tests is tracked by students and remediated in the same manner as daily work.

Training

All teachers were inserviced on the CMS in the following manner. In small groups they were first given a copy of the catalog and the correlations of materials to the curriculum's objectives, and the procedures for using the Resource Center were explained. Another inservice explained how to read the tracking cards and gave tips on how to remediate and individualize based on performance as tracked on the card.

Cards were stapled into the front of back of the students' workbooks. WBAP staff trained students within their reading or math groups on how to track progress, with training rarely taking over 10-15 minutes. At various (unpredictable) times during the next weeks, staff members checked charts to determine accuracy of recording and left reinforcing "notes", certificates, and sometimes small prizes such as erasers or pencils based on tracking performance.

Products

The following products were developed and modified for this component of the WBAP:

1. A catalog describing the Resource Center for use in the Winnebago Public Schools.

2. A manual of the objectives in the reading, math, language arts, and secondary survival skill curricula at Winnebago, with a complete listing of all materials correlated to the objectives.

3. A manual describing the assessment tools available and how to use them to identify and remediate skill deficits.

4. A manual describing the complete CMS for each teacher--how to track progress, remediate, train students to use the system, etc.

5. A manual for others outside the Winnebago Public Schools on how to develop a complete Curriculum Management System--from implementing a Resource Center to using the system to develop responsive IEP's.

6. A paper describing how to use the system by evaluating and tracking progress in oral reading practice. Because evaluations of progress were all made on written work, this system extends the CMS to include how to evaluate and remediate based upon performance in reading in context--in oral reading.

Secondary Program

During Year 3 of the project, the WBAP developed a sequence of objectives for "survival skills" in reading, math, and language arts in the secondary area. In addition to this sequence of objectives, the project developed a Resource Center of materials, correlated these materials to the objectives so they would be easily located, and trained the secondary resource room teacher to use these materials.

CMS Maintenance and Dissemination

One of the WBAP's paraprofessionals who had been a part of the development of the CMS and was thoroughly familiar with the Resource Center, the correlations, and the tracking system has been retained as a member of the staff at the Winnebago Public Schools. Among her duties will be the maintenance of much of the CMS--the Resource Center check-out system, for example. In addition, during the Summer 1982, the materials belonging to the Title IV after school tutoring program (SAMPLE, teachers tutor students) were integrated into the Resource Center and the correlations and added to the manuals. In addition to the classroom and resource room programs, the SAMPLE project will also use the CMS to identify remedial and practice activities.

The Winnebago Curriculum Management System was presented at the annual convention of the Association for Behavior Analysis in Milwaukee, Wisconsin, in May 1982. In addition, materials on the CMS were disseminated at a workshop offered through the Western Iowa Council for Exceptional Children in April 1982.

Evaluation of the CMS

In addition to the criterion-referenced records of progress provided by the students' tracking cards, the WBAP was interested in assessing the effects of the system on student performance. A multiple baseline across subject areas was used to evaluate the effectiveness of the CMS.

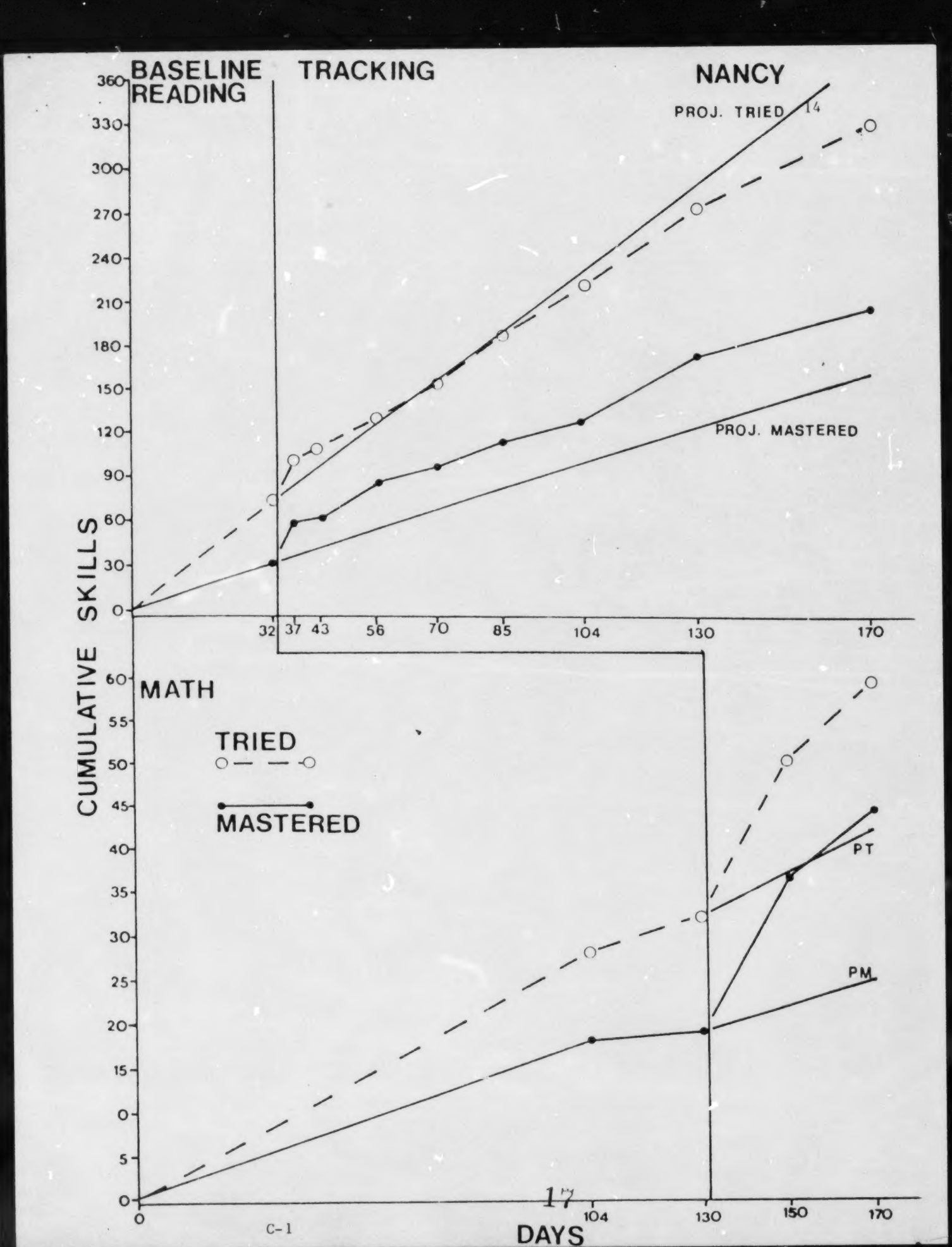
In the first Baseline phase of the evaluation, staff members merely kept track of the students' performance through the curriculum--both the rate of tasks completed and mastery rate. Although the data from only

two Special Education students will be presented here, all Special Education students and a sample of regular education students were systematically evaluated. Figures C-1 and C-2 show the rates of daily skills mastered for two handicapped children prior to teacher and student training on the CMS.

Insert Figures C-1 and C-2 about here

Tracking phases indicate student performance rates after student and teacher training. As can be seen in Figures C-1 and C-2, moderate increases in rates of mastery and initial accuracy occurred in reading and substantial increases in mastery occurred in math. A line showing the "projected" rate based on baseline rates is included on the graph for comparison. In general, the math skills charted usually represented two to four pages of work while reading skills generally represented one page of work.

More detailed information on this evaluation of the effects of self-tracking as well as the products produced for this component of the program are available from the Project Director, Victoria Marquesen, Morningside College, Sioux City, Iowa.


BASELINE
READING
TRACKING
NANCY
PROJ. TRIED
PROJ. MASTERED
CUMULATIVE SKILLS
360
330
300
270
240
210
180
150
120
90
60
30
0
32
37
43
56
70
85
104
130
170
MATH
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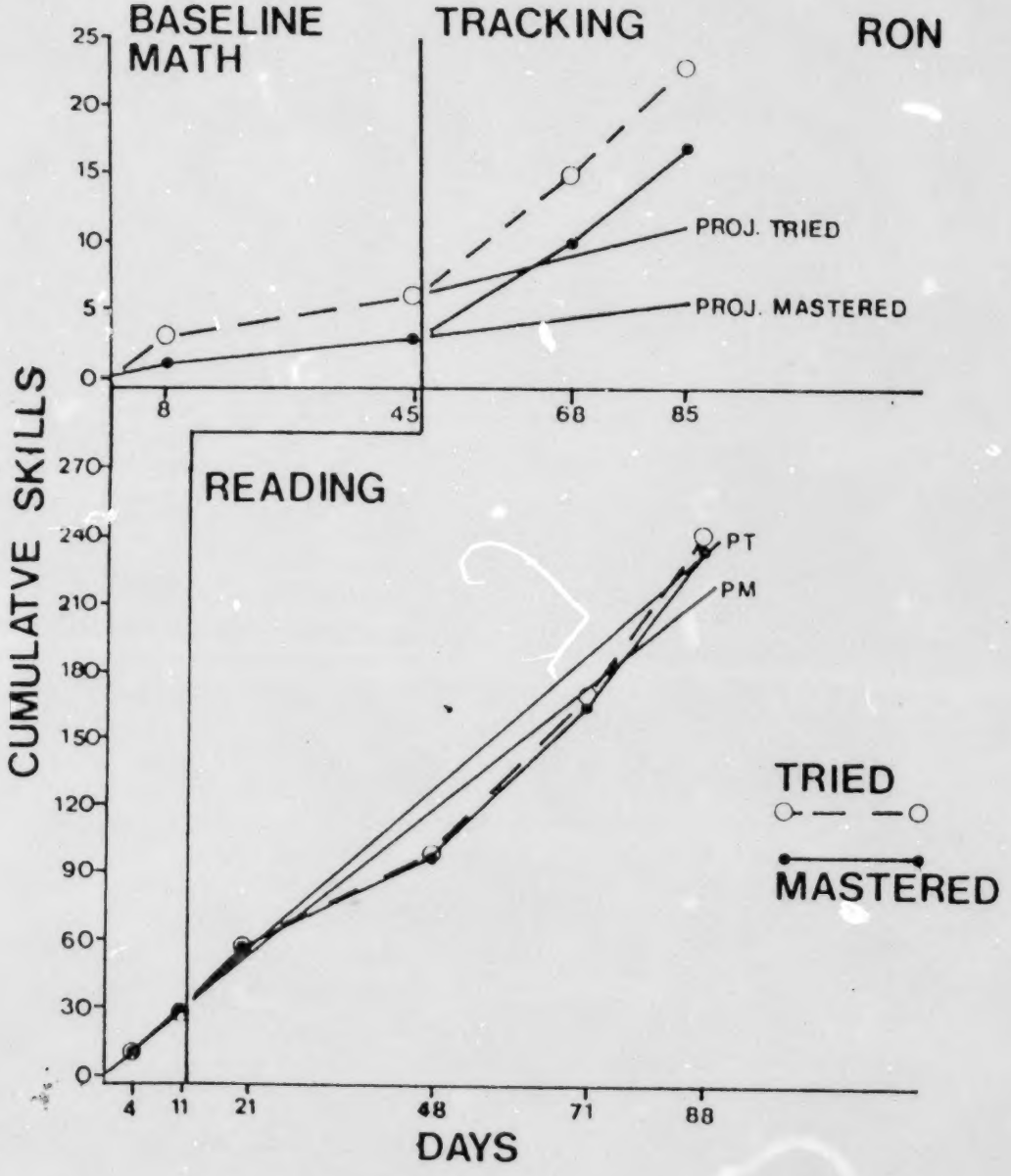
DAYS


BASELINE
MATH
TRACKING
RON
PROJ. TRIED
PROJ. MASTERED
25
20
15
10
5
0
8
45
68
85
READING
270
240
210
180
150
120
90
60
30
0
PT
PM
TRIED
MASTERED
CUMULATIVE SKILLS
4
11
21
48
71
88
DAYS

C-2

COMPONENT II. PEER TUTORING

Proposed Accomplishments for Year 3:

1. Approximately 30 elementary and secondary tutors will complete/ continue to work with Special Education students in the classroom or resource room.

2. Approximately 20 elementary Special Education students will receive tutoring five times per week, 15-30 minutes per day in the classroom or resource room.

3. A tutoring program in the content areas for approximately ten secondary students will be developed and implemented, with each receiving tutoring five times per week, 15-30 minutes each day.

4. Materials for training tutor trainers will be prepared and disseminated to interested educators.

5. Materials for tutors (booklets, tutoring materials) will be prepared and disseminated to interested educators.

6. Three to four Special Education sites will be identified and the tutoring program replicated at those sites.

7. Winnebago educators would be trained to take over and maintain the tutoring program.

8. Evaluation data will be collected on the replication sites.

Winnebago Tutoring Program--the Basic Skills Program

During Years 1 and 2 of the WBAP, the Basic Skills Tutoring Program was developed, implemented, modified, and evaluated. In this program students receive tutoring each day in one to three curricular areas (math, spelling, and reading) based on their needs. Students are initially assessed to determine placement in the program. Skills are those in which students need additional practice and overlearning, not initial acquisition. Tutors do not teach new skills. The math skills in operations, numeration skills, and applications involve flash card tasks with review cards in each flash card "packet". In spelling, tutors read the word, the word in the sentence, and the word again, with 10-20 words per packet. In reading, students select high interest reading materials at their instructional-independent reading level and read orally for 15 minutes; the tutor then asks 3 comprehension questions over the reading material. For students tutored in all three areas, math and spelling tutoring occurs on one day, reading practice on the next.

Tutors are trained to present the tasks in an appropriate manner, record errors and graph performance at the end of each session, praise good work frequently, and correct errors effectively. If tutoring in reading, they are also taught how to ask good comprehension questions.

Thus, the program is one that is easy for the tutor "trainer" to manage--after initial placement and tutor training, the trainer monitors briefly to make sure the tutor is following procedures and reads graphs to determine when mastery has been acquired--when new packets or books at a higher readibility level should be selected. Tutoring takes place in a tutor center central to both the elementary and secondary school.

During Year 3 of the project, 11 tutors and 12 Special Education tutees were took part in the program each day, five times per week. During this year, a paraprofessional working with the WBAP carried out all but a few of the evaluation activities of the program--training, monitoring, placing students at an appropriate point in the program, and tracking progress.

Modifications were made to streamline the program. The placement test in math was improved, new tracking charts were developed, and mastery criteria for progressinto the next step in the program were changed (they were raised based on evaluations of performance on review packets). In addition, a monitoring system to assure mastery and maintenance of tutor skills was also developed and implemented. The math curriculum was considerably revised, with many skills broken down into smaller steps and others added (some were subtracted). A more detailed system for reporting student progress to parents and teachers was also developed.

Program Maintenance

The paraprofessional who had been responsible for maintaining the peer tutoring program during Year 3 of the program has been retained on staff as an aide to the Special Education program. In this capacity she will be able to maintain the program as it has operated in the past. Although the project had anticipated moving the program into the classrooms (see projected accomplishments) with classroom teachers taking over primary responsibility for the program, maintaining the Tutoring Center is a much better alternative. With staff turnover very high, and with the amount and types of activities that normally take place in the classrooms, we had anticipated that the quality of tutoring would no doubt suffer.

Program Evaluation

On-going daily assessment of student performance is an important component if the Basic Skills Tutoring Program. Tutors (and sometimes tutees) record their performance daily on graphs kept in their tutor folders. The tutoring supervisor looks at these graphs to determine when students have mastered skills and when new packets must be placed in the folders. This data on skill mastery is then recorded on a master tracking chart by the supervisor. A sample student graph and tracking chart are included in Appendix T.

In addition to these daily assessments of student progress (upon which decisions were made concerning future tasks), the staff conducted pre-post assessments to determine the effects of the program on student skill acquisition. Similar pre-post data have been presented in progress reports for Years 1 and 2 of the WBAP. Wide Range Achievement Tests, Slosson Oral Reading Tests, and Peabody Individualized Achievement Tests had been given in the fall and in the spring to evaluate progress during the school year. Because of the lack of control with this procedure,

it is difficult to attribute the results of the pre-post tests to the effectiveness of the tutoring program. Some students in the peer tutoring program during Year 3 also were in the Family Tutoring Program in home and all received assistance through the Curriculum Management System. Although it is difficult to attribute gains on these measures to just the tutoring program alone, Special Education students receiving tutoring as a group made the following gains:

1. On math subtests, range of improvement was from - 0.0 - + 1.2, with an average gain of + 0.9.

2. On reading subtests, range of improvement was from -0.4 -+ 1.3, with an average gain of + 0. 7.

3. On spelling subtests, range of improvement was from +0.2- +0.9, with an average gain of + 0.7.

Results of consumer satisfaction evaluations given to tutors and tutees at the end of the Spring semester indicated that both groups enjoyed tutoring and wanted to be involved in the program again. In fact, many of the tutors and tutees were volunteers to the program during all three years of the Winnebago Behavior Analysis Program. When asked to describe what they enjoyed most about the program, tutors listed that they learned to help other students or that they learned how important it is to help others. When asked to describe what they liked least about the program, tutors most often listed a skill area which they liked least of all, e.g., "reading because it's harder." Many students said that they felt they had also improved their basic skills because of their involvement in the program.

Secondary Tutoring Program

During Year 2 of the WBAP, the staff began to recognize the need for a tutoring program to help secondary Special Education students who were mainstreamed into content area courses (all students were mainstreamed). The outline for this program was drafted during the summer of 1982 to be ready for implementation in the Fall. As planned, peer tutoring would take place during study halls. When Fall semester began, however, the Winnebago Public Schools decided to eliminate all study halls--students were thus dismissed from school early. Because of the new policy, the program could not be implemented at Winnebago; there was simply no time in the students' schedule in which tutoring could take place.

Because the staff wished to see the program implemented, another site was located; and the necessary approval of the school obtained. Thus, the secondary tutoring program, in the content areas, was implemented at the South Sioux City Senior High School in South Sioux City, Nebraska, during the second semester of Year 3. This school is the only high school in a city of 21,000 people approximately 16 milies from Winnebago.

Sixteen tutors and 19 tutees took part in the tutoring program. Most students attended the Tutoring Center three times a week, though some attended two times a week, and others attended daily. Five of the tutees were Special Education students who were mainstreamed into regular classrooms. Of these students,

The remaining tutees were regular education students, with a wide range of general skill levels. Some care was taken in recruiting students who needed help in a particular skill area but who were not generally poor students in order not to identify the program as one just for Special Education students.

Before a student entered the program, his/her teacher was contacted and "baseline" information was obtained on the student and on the class. Teachers filled out information sheets on their class and on each student (see the forms which follow). In addition, on a weekly basis each teacher who had at least one student in the program was asked to fill out an activity sheet listing the assignments and work to be done for the coming week. The tutor supervisor then filled out a weekly calendar listing the activity and tasks the student would complete during the tutoring session. Although students were required to also keep track of assignments, and the students became very accurate at doing so, the information from the teachers allowed the program to function much more efficiently.

Courses in which students were tutored ranged from bookkeeping to child development, English, Spanish, Electricity, Family Living, and Algebra. As each tutoring pair entered the Center they looked at the calendar which told the students the materials and task to be used during the session. A sample calendar is included following this page. Tutors were trained to carry out three simple tasks during tutoring--a reading and questioning task, a questioning task, and a memory task. The reading and questioning task was similar to the reading task in the basic skills program; however, questions were asked about one per paragraph and tutors were trained to be unpredictable--not always at the end of the paragraph. The questioning task was used with problems in math and written assignments and required the tutor and tutee to read the "problem" together. The tutor then would watch the student work until the student made an error or asked for help. The memory task was a format used with flash cards, spelling assignments, vocabulary drills, etc., and was similar to the math task format in the Basic Skills Program.

Both tutors and tutees participated in tutoring training, to teach the tutors the task formats, error correction procedures, how to record progress, ask good questions, and praise correct answers. In addition to these short lessons (which occurred during the tutoring sessions from time to time), the lesson contained a short study skill which the tutee was to practice (and received points for practicing). Study skills included recording assignments and scheduling work to be done on a weekly calendar, finding the main idea and using advanced organizers in reviewing materials, and rewarding oneself for studying (following the schedule).

After looking at the daily calendar and gathering the necessary materials, students worked for 50 minutes, recording responses to questions or problems. and at the end of the session graphing the percentage of questions or problems answered correctly. These data were used to determine subsequent work. The tutor supervisor was responsible for making up the weekly charts, monitoring tutors during tutoring, and recording attendance and points for practicing study skills. Points were turned in every 3-6 weeks for school supplies and reading materials, some purchased by the project and some donated by local merchants.

Among the evaluation procedures used to assess the effectiveness of the program (in addition to progress as plotted on daily graphs), teachers were asked to report weekly grades on homework, tests, attendance, in-class participation, deportment, and study skills. These data were used as well to determine the point at which tutoring might cease for those students receiving "short-term" assistance.

Program Evaluation Data

Because students entered the program at different times in the semester, a multiple baselne design across subjects was used to scientifically validate the effects of the program. Again, tutees in this evaluation study included both special needs (educable mentally retarded and learning disabled) students and regular education students. In the data presented in this report (randomly chosen from the study), two students were in regular education programs (Ted and Toni) while Pete was being tutored in a class in which he was mainstreamed (he is classified Educable mentally handicapped). Tutors were volunteers and were matched, whenever possible, with tutees being tutored in a class in which they were currenlty enrolled. Tutee-Tutor pairs remained the same throughout the study. Most tutees entered the program because they were currently receiving "D"'s or "F"'s in a course.

A copy of the evaluation forms filled out by classroom teachers may be found in Appendix T. Of the 19 tutees served by the project, all showed improvement on at least one measure of achievement (e.g., test grades, homework grades), and the mean grade improvement after tutoring one nine-weeks period was 1.0 grade points, or an average of one letter grade. On the other hand, tutors' grades did not decline because of their participation in the program. The mean grade earned by tutors during the semester prior to tutoring and during the semester of tutoring was the same.

Figures T-1 and T-2 summarize the results of the multiple baseline achievement data for three secondary tutees, Ted, Pete, and Toni. During the previous semester, Ted and Pete had "earned" an "F" and Toni had earned a "D-" in the classes they were tutored in. All three students showed improvement in both homework and test grades during the time they were in the tutoring program. For example, Pete improved from a weekly mean of 1.3 ("D") on homework assignments during baseline to a mean of 2.1 ("C") during tutoring. Two students, Ted and Pete, clearly improved on the weekly composite grade reported by their classroom teachers after they entered the program.

Insert Figures T-1 and T-2 about here

A consumer satisfaction questionnaire was given to teachers, tutors, and tutees during the final week of classes (Finals week). Mean ratings by tutors, tutees, and teachers to these questions are summarized in Figure T-3. On an additional question, 93.75% of the

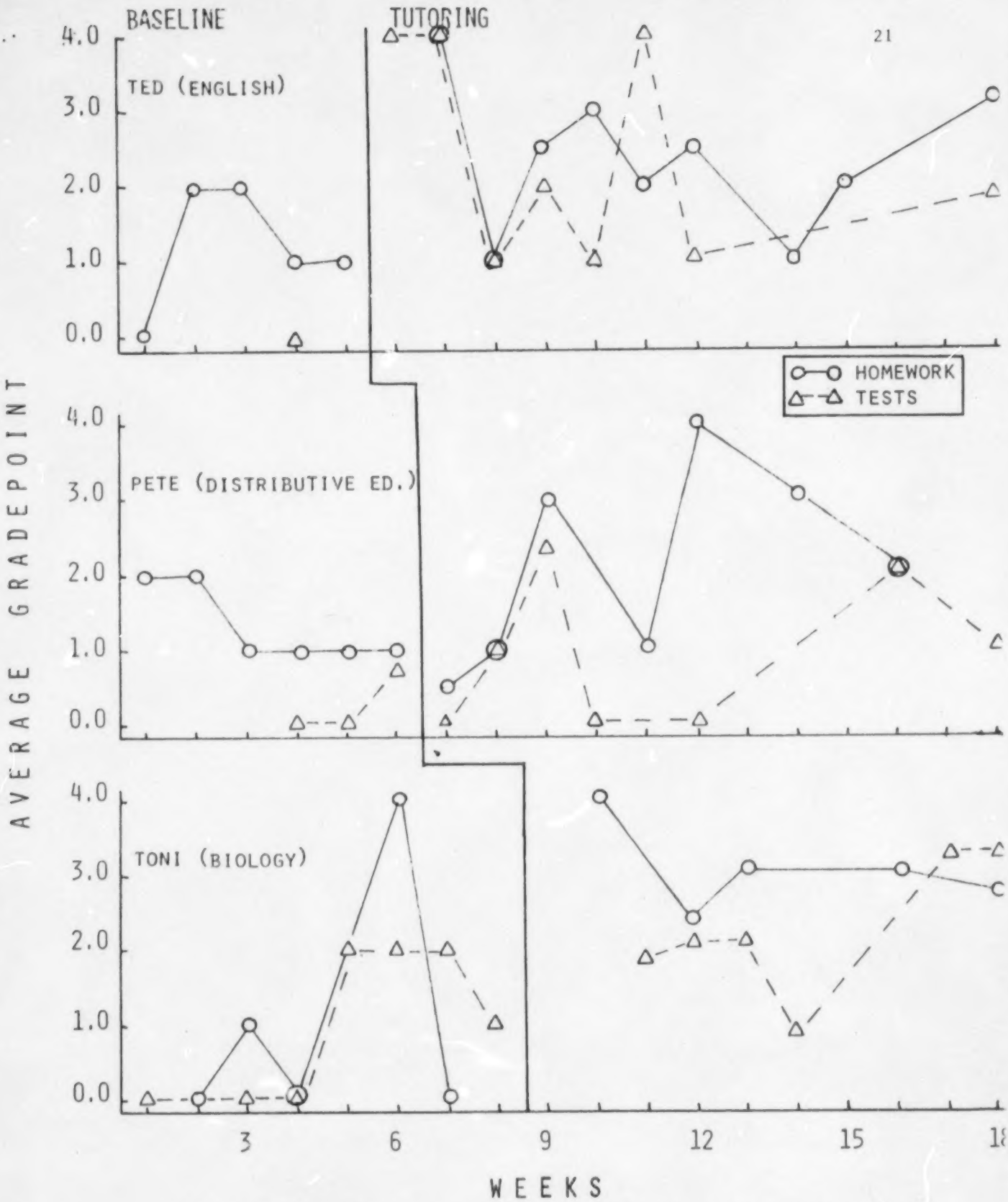


Figure 1. Average gradepoint earned each week on tests and quizzes and homework during baseline and tutoring conditions by 3 tutees in the Winnebago Tutoring Program. Teachers averaged all homework/tests during the week and assigned a weekly grade. A = 4.0, F = 0.0.

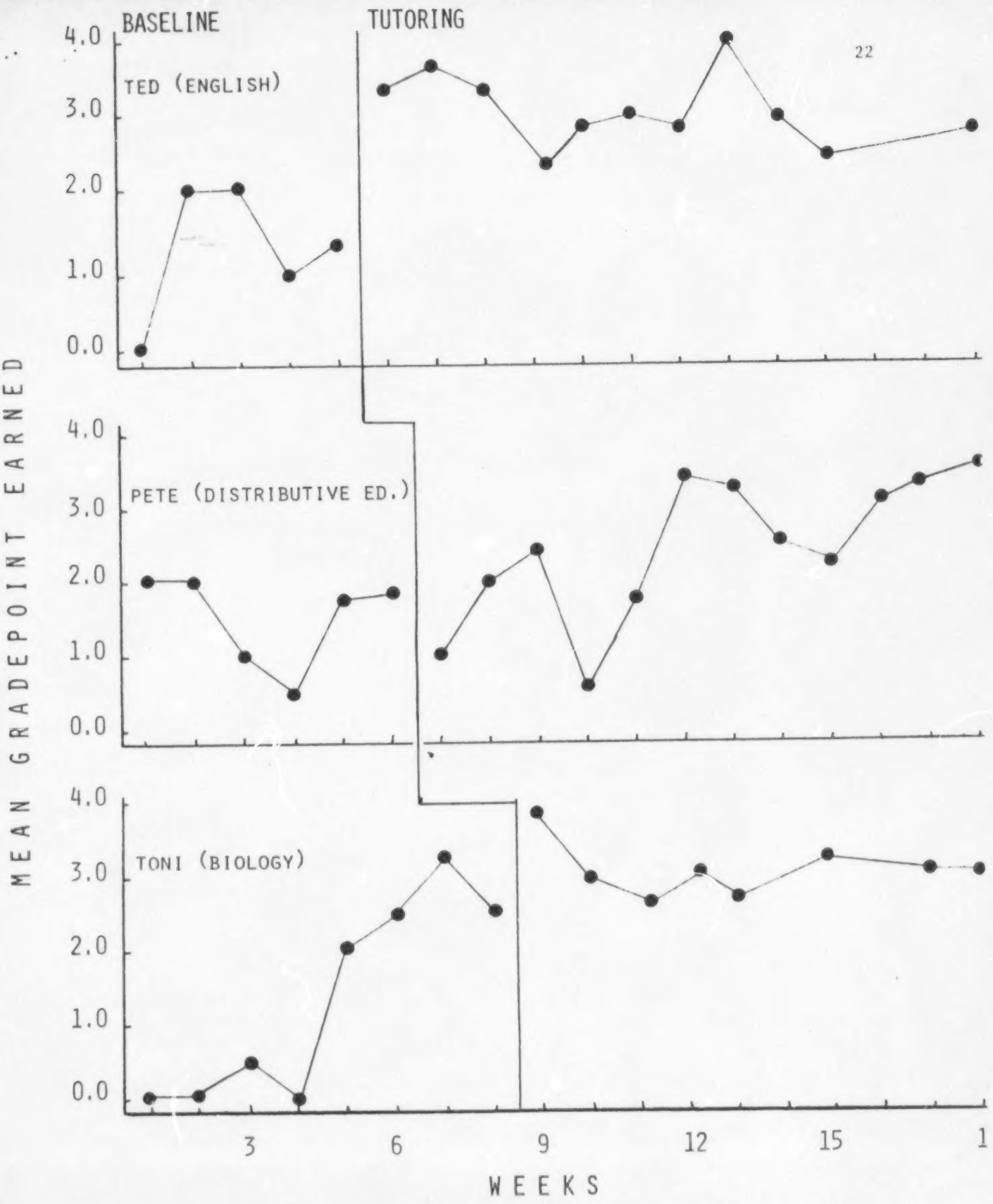


Figure 2. Mean gradepoint earned each week during baseline and tutoring conditions by 3 tutees in the Winnebago Tutoring Program. Mean gradepoints were calculated by averaging grades turned in by classroom teachers. Teachers assigned weekly grades in attendance, participation, homework, tests, in-class assignments, deportment, and study skills. A = 4.0, F = 0.0.

tutors and 94.73% of the tutees said they would probably participate in the program the next year.

Insert Figure T-3 about here

Dissemination Activities

In addition to the tutoring programs at Winnebago Public Schools and South Sioux City High School, five classrooms in the Sioux City, Iowa, Public Schools also served as dissemination sites for the Basic Skills Tutoring Program. Four classrooms for elementary-age educable mentally retarded students (in Iowa Mentally Disabled Educable) and one self-contained classroom for learning disabled elementary-age students replicated the Basic Skills Program. In all five classrooms teachers received inservicing on the tutoring program. Students were tutored in their classrooms in one or more skill areas (reading, math, spelling), and Special Education students served as both tutors and tutees.

Because of the short time in which these projects began, pre-post testing to determine skill acquisition based on the tutoring program was not conducted. Instead, WBAP staff used the daily progress measures to evaluate the effectiveness of tutoring. Results of these evaluations and informal discussions with classroom teachers were instrumental in formulating the final modifications which were made to the tutoring program--changes in curricula, more flexibility in monitoring of tutoring procedures, and the development of written guidelines for integrating tutoring goals and objectives into students' individualized education plans.

In total, twenty-two students and five teachers took part in these replication activities. In addition to inservicing, each classroom received materials to develop the spelling packets, math packets, and some high-interest, low vocabulary reading materials to begin a reading library.

An additional replication site is beginning this fall in Des Moines, Iowa. One of the paraprofessionals who served as supervisor for the South Sioux City program and before that worked with the Basic Skills Program in Winnebago has begun a before-school tutoring program at a church in inner-city Des Moines. This program is an outgrowth of an already succeesful breakfast program which serves over one hundred students, many from a grade school close to the church. As this program begins, a number of Special Needs youngsters have already begun to be tutoring. As in the original program (as well as the Sioux City replications), students are tutored in math, spelling, and/or reading each day. This program is being funded by the church and through community donations.

Additional dissemination activities included presentations at at least two conferences--the Association for Behavior Analysis annual conference in May 1982 and a workshop sponsored by the Western Hills Area Education Agency in April 1982. Additional information on specific procedures used

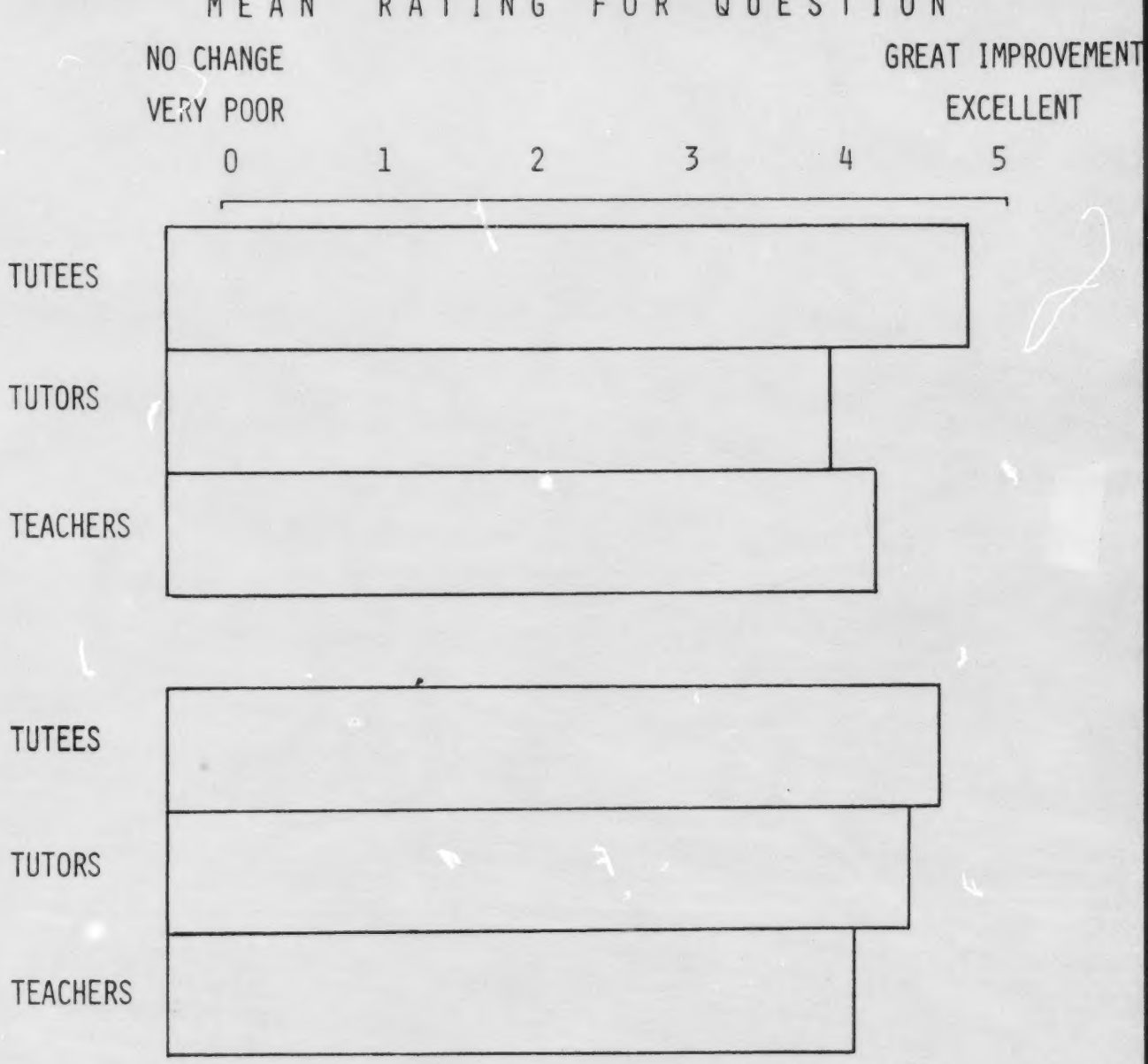


Figure 3. Mean consumer satisfaction ratings by secondary tutees, tutors, and teachers in the Winnebago Tutoring Program, 1981-82 school year.

in either tutoring program as well as the results of Year 3 or previous years' evaluation activities may be received by contacting the Project Director, Victoria Marquesen, Morningside College, Sioux City, Iowa.

Products

In addition to written reports summarizing the results of formal studies evaluating the tutoring programs, the following products were developed in this component of the WBAP:

1. A manual detailing the complete operation of the Basic Schools program, including procedures for developing a program, replicating the curriculum, training tutors, and monitoring the program. An audio-tape is currently being produced to accompany this manual and will be available in January 1983.

2. Tutor materials, including a booklet for tutors in each skill area--math, spelling, and reading. In addition, the tutoring games used during training are also available.

3. A manual detailing the complete operation of the Content Areas program, including procedures for developing the program, replicating training and monitoring procedures.

4. Tutor-Tutee booklets outlining each tutoring skill and including information on study skills trained.

These materials are available through the Project Director upon request.

COMPONENT III. FAMILY SERVICES

Projected Accomplishments for Year 3

A. Family Tutoring Program

1. Train 8-10 additional parents in reading and/or math tutoring procedures.
2. Recruit in-school personnel (teachers) to implement the program in their classes.
3. Train 1-2 staff members to implement program in their classes.
4. Evaluate the maintenance of skills and participation of Year 2 parents.
5. Contact other schools about conducting trainer and/or family workshops.
6. Conduct dissemination workshops at 3-4 other school sites.
7. Evaluate the effectiveness of dissemination workshops.

B. Family Training Program

1. Continue training 8-10 parents.
2. Develop audio cassettes for use in training sessions.
3. Recruit 1-2 in-school staff members to be trainers.
4. Train 1-2 staff members to implement the program.
5. Evaluate the maintenance of skills of past family participants.
6. Evaluate the effectiveness of training materials.
7. Modify and complete trainer's manual and materials.
8. Contact other schools about trainer workshops.
9. Conduct dissemination workshops at 3-4 other school sites.
10. Evaluate the effectiveness of dissemination workshops.

Accomplishments for Year 3

A. Family Tutoring Program

At the Winnebago Public Schools, ten families, including twelve handicapped students, were trained during the third year to tutor their handicapped children in the home by rehearsing basic skills in reading, math, and spelling. In the overall program format, training began initially with home visits by the Family Consultant. After these initial visits, home training was gradually faded out until the families were conducting tutoring in the home based upon

information from their progress through the Curriculum Management System and materials sent home with the student by the student's resource room teacher.

The teacher's task was to choose the appropriate high-interest reading materials and math and spelling packets, i.e., those materials which are commensurate with the child's current instructional level. In almost all cases, materials used were those initially developed and used in the project's in-school tutoring program.

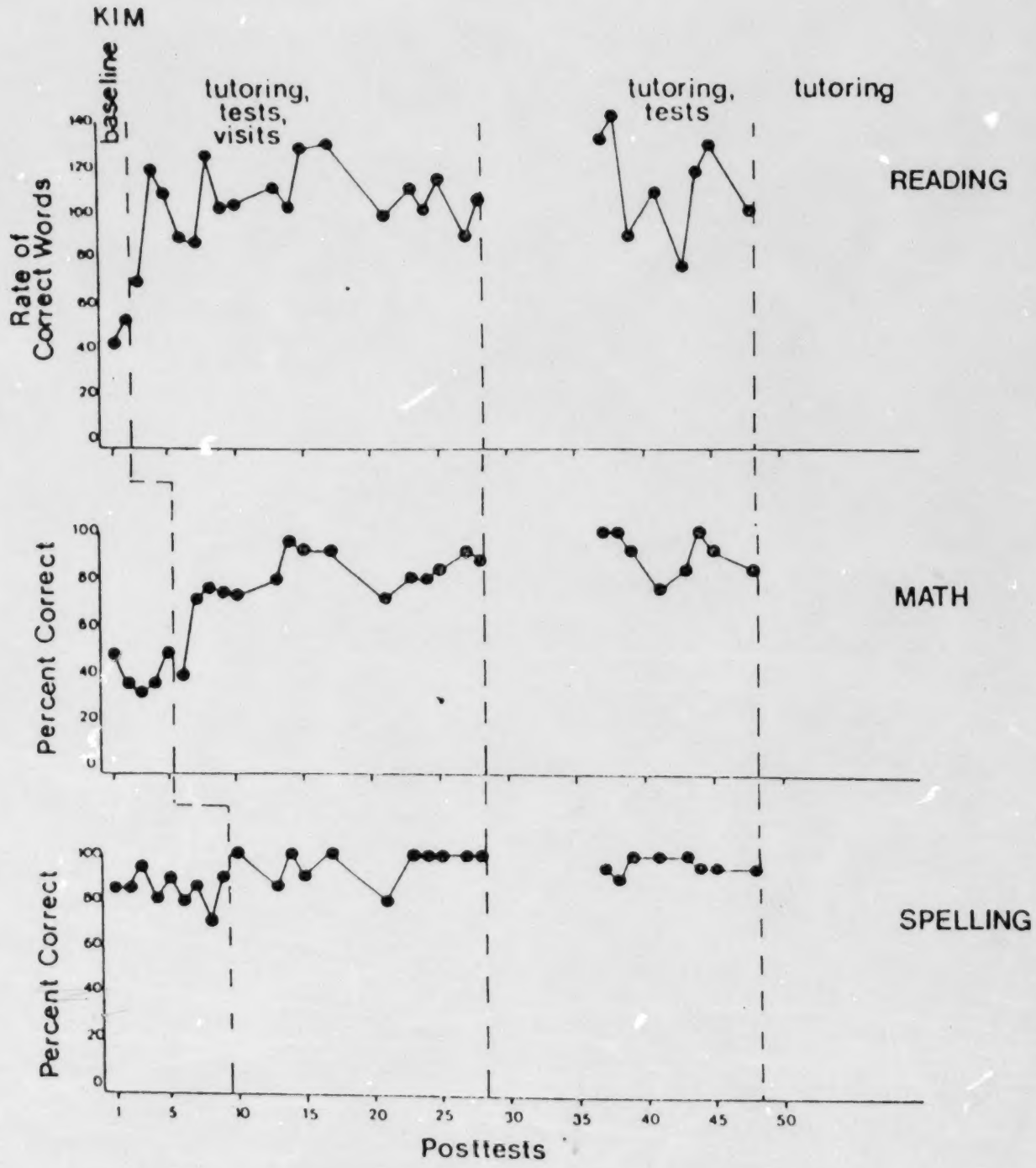
Thus, family members do not provide the initial instruction on a task to the student, but rather review and rehearse with the child skills that the child has already been instructed on in school. In math and spelling, family members were taught to properly position themselves, present the stimuli (show the math card or read the spelling word), wait for the child to respond (by writing the answer), and either praise correct responding or correct the error using a trained correction procedure. In reading, family members were trained to sit beside the child as the child reads, deliver general and descriptive praise, correct errors and ask three different comprehension questions, the answers to which the student writes down. The students' written work, then, can be brought back to the resource room teacher, who will use it to help develop future "homework".

Evaluation of the effectiveness of the program was a continuous on-going process based on the students' performance on the written work at home and daily work in the classroom. In addition, the family consultant conducted a more controlled study to assess the effects of home tutoring on students' progress in math, spelling, and reading. Results of this research showing the effects of the program on the skills of three handicapped students may be seen in Figures F-1, F-2, and F-3. In the Baseline phase of the study, the family consultant tested the students' performance in the three skill areas. In a multiple-baseline design across curriculum areas, the trainer then began the Tutoring-Tests-Visits-phase by training the parents to use the procedures desxribed earlier in this section. Training consisted of giving verbal instructions, modeling tutoring with the student, and giving feedback on actual performance of the family member. The trainer visited the home weekly, collected the permanent products (written work), tested the student on the tasks assigned that week, and gave verbal and graphic feedback to the parents, leaving the next week's materials. Figures F-1-F-3 show that students skills improved during this phase.

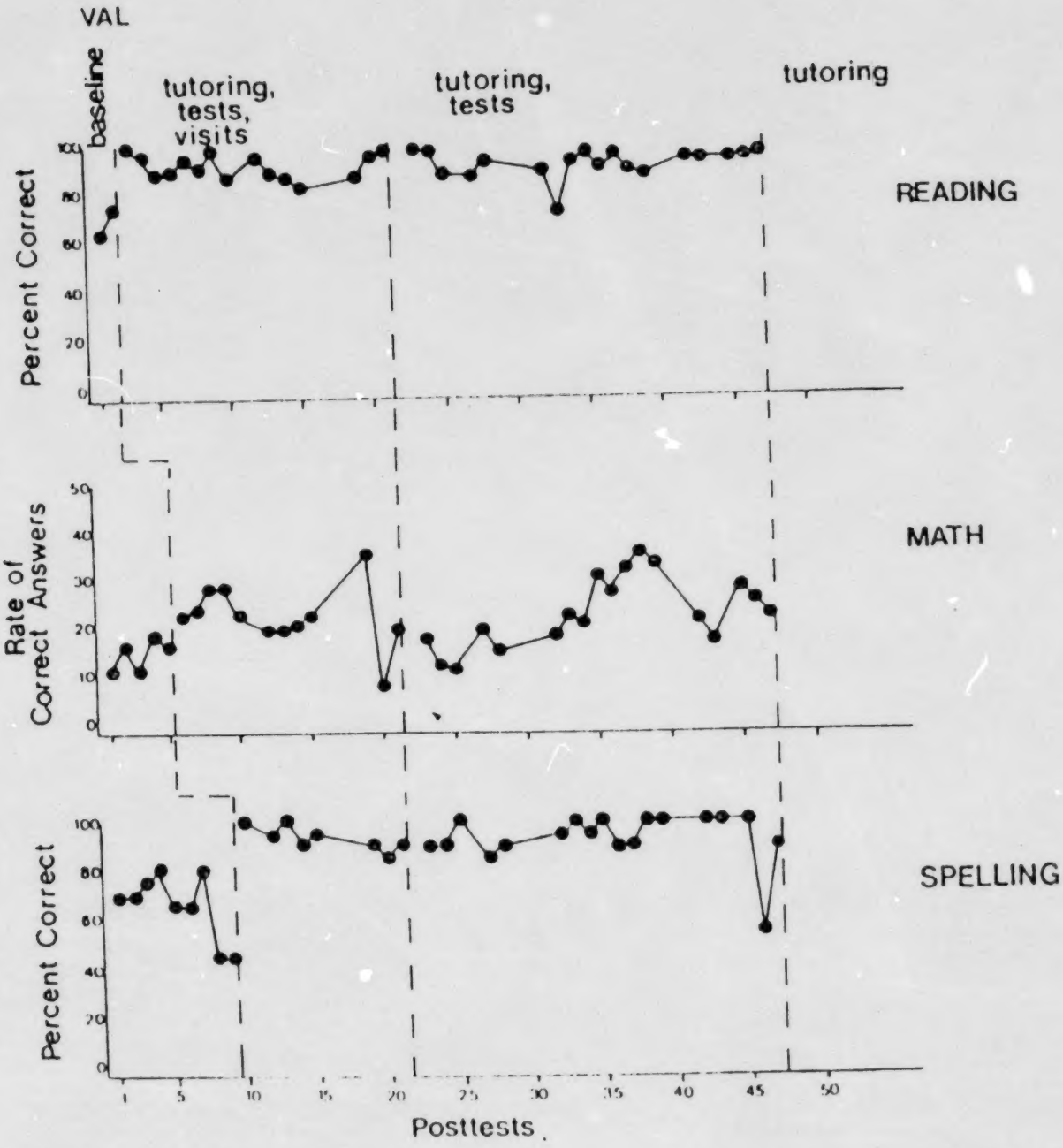
Insert Figures F-1, F-2, F-3 about here

In the Tutoring-Tests phase, the trainer discontinued home-visits, criterion-referenced assessments based on the weekly assignments at home were instead conducted in the resource room where the student exchanged his/her weekly permanent products and tutoring materials with the teacher weekly. Feedback and praise were given to the student and a phone contact or note was sent home to the parent. The student thenwas responsible for bringing home the next week's tutoring materials.

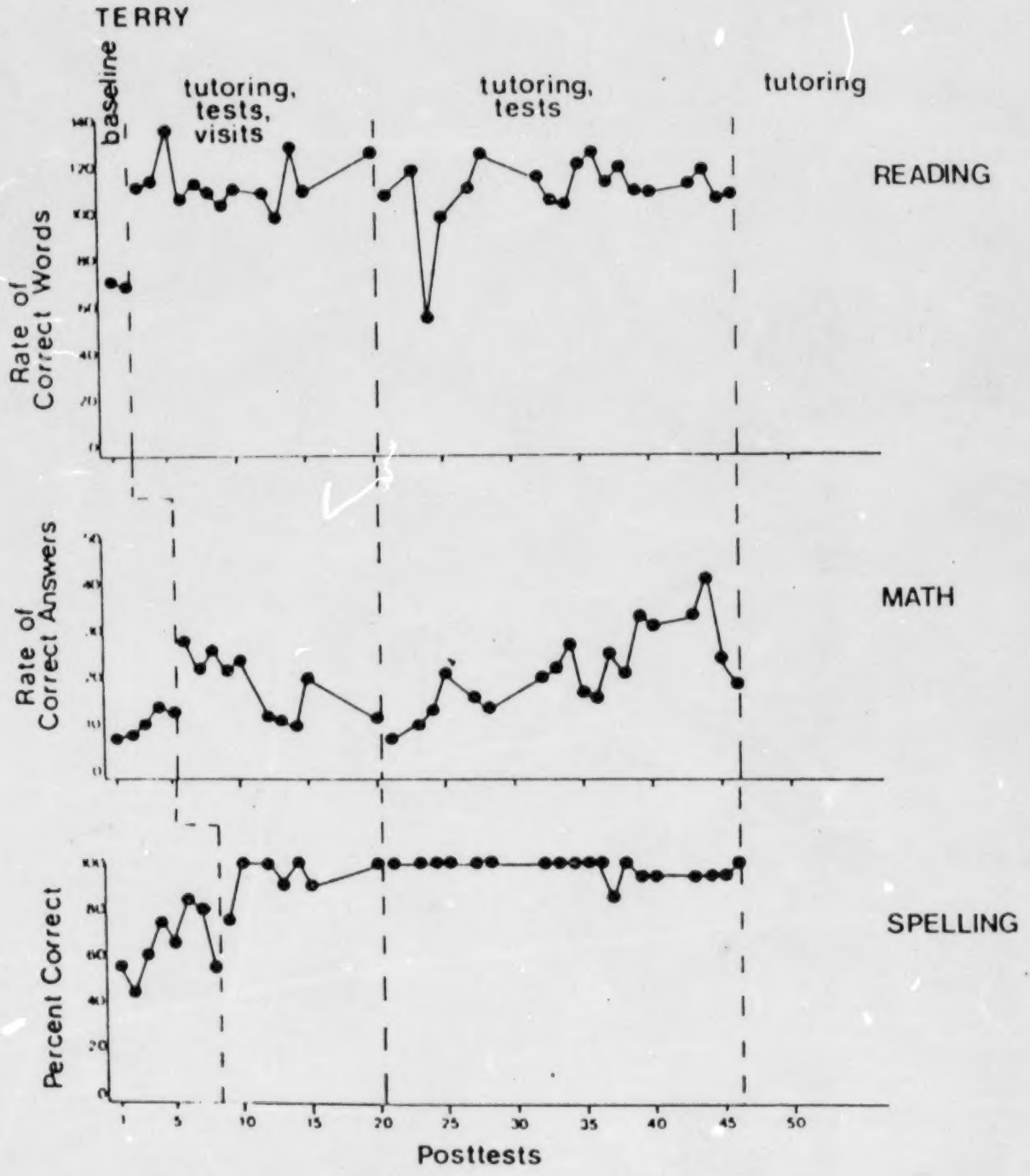
Finally, in the Tutoring phase of the study, the types of weekly test data collected and displayed on these graphs ceased, as weekly post-tests


KIM
baseline
tutoring, tests, visits
tutoring, tests
tutoring
READING
Rate of Correct Words
MATH
Percent Correct
SPELLING
Percent Correct
Posttests

F-1


VAL
baseline
tutoring, tests, visits
tutoring, tests
tutoring
Percent Correct
READING
Rate of Correct Answers
MATH
Percent Correct
SPELLING
Posttests

F-2


TERRY
baseline
tutoring, tests, visits
tutoring, tests
tutoring
READING
Rate of Correct Words
MATH
Rate of Correct Answers
SPELLING
Percent Correct
1
5
10
15
20
25
30
35
40
45
50
Posttests

F-3

specific to the tutoring tasks were not given. Instead, the choice of tutoring materials and assessment of student progress was made by the regular in-class curriculum assessments. Weekly feedback to the student and parents was maintained; however, and weekly permanent product data from the home continued. The frequency of home tutoring, therefore, could be monitored. Figure F-4 from sample students in the tutoring program shows the maintenance of tutoring in the home through the various phases of the study based on the permanent product data either gathered in the home and given to the trainer during home visits or written work brought to school by the students. Although the number of home-tutoring sessions varied from week to week, fading of home-visits seemed to have little effect on frequency.

Insert Figure F-4 about here

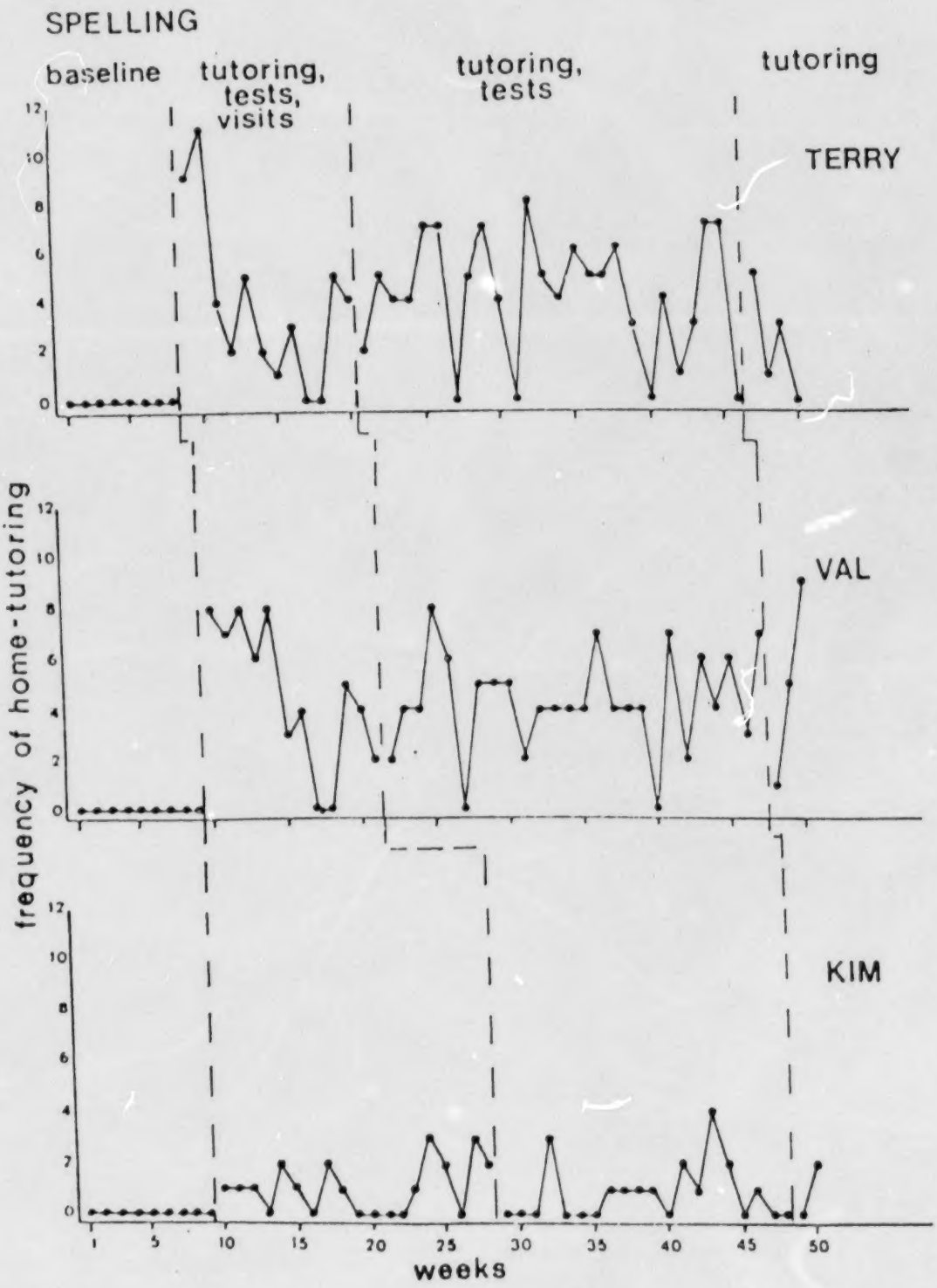
In conclusion, the Winnebago Behavior Analysis Program was successful at developing and implementing a low-cost in-home tutoring program which was effective at improving the basic skills of students in the Special Education program. Because the program was closely interwoven with the school's Curriculum Management System, the selection of activities for tutoring at home was relatively easy for the Family Consultant to make--and for the resource room Special Education teachers to learn to make. In addition, the program required little maintenance once families were trained (usually in one home visit), since monitoring could take place at school. Finally, although training workshops were not conducted outside the Winnebago Public Schools, both resource room teachers were trained in developing and maintaining the program. Both teachers will continue at the Winnebago Public Schools after the WBAP ends, and both will be able to continue the program.

The specific procedures employed and additional data on the Family Tutoring Program were disseminated in presentations at the Association for Behavior Analysis annual convention in Milwaukee, Wisconsin, in May of 1982, and at a meeting of the Western Iowa Council for Exceptional Children in April of 1982. Further information is available by request from the Family Consultant.

B. Family Training Program

Thirteen families of handicapped students and students at risk for handicaps (referred for evaluation) were trained to use the Daily Report Card Program to facilitate mainstreaming at the Winnebago Public Schools. In addition, four Winnebago teachers were trained to each train families to employ the program; one social worker was trained to train the teachers of four other handicapped students; and twenty teachers, grades one through twelve, were trained to manage the teacher's role in the program with one or more stduents.

Figure F4


SPELLING
baseline
tutoring, tests, visits
tutoring, tests
tutoring
TERRY
VAL
KIM
frequency of home-tutoring
weeks
0
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The original version of this program was developed by Schumaker, Hovel, and Sherman (The Daily Report Card Program, Lawrence, Ks.: H & H Enterprises, 1977). The program was revised and considerably modified and expanded by the Winnebago Behavior Analysis Program to serve students of all ages, special education students who may have limited comprehension, reading, and/or computation skills, and to involve their families who may have similar skill deficits along a continuum of participation. In addition, the program has been altered to be sensitive and effective within a non-majority cultural environment.

The Daily Report Card Program provides detailed information regrading the student's school behavior. The student carries the card from class to class daily. Each of the student's teachers records, on the card, with the student watching, how the student did in class that day. Based on the information recorded each period, by the teachers, the student earns privileges (sometimes at home, sometimes at school).

The behaviors which are "graded" are pinpointed by each of the students' teachers. For the mainstreamed Special Education student, the Daily Report Card Program serves to bridge the gap between the Special Education and regular classroom by pinpointing and training those behaviors which are expected or "normal" in the regular classroom.

The Program is designed to be successful with family involvement along a continuum of participation. At the highest level, the parent gives the card to the student in the morning, or leaves it for the student to remember to take to school. The student then brings the filled-in card home each day and the parent delivers at-home privileges based upon the reaching of daily criterion. At the lowest level of family involvement, the family is simply sent periodic feedback about the child's performance, but the child's daily behavior is reinforced at school by the teacher. Minimal and moderate family involvement include combining home and school involvement more equally. Sometimes the family would handle the program's morning routine and the school would handle the after-school contingencies. Sometimes those involvements would be reversed. The Daily Report Card Program also has a family training component in which the families who have had no, minimal, or moderate involvement in the past are trained to manage their child's program at a higher level of involvement.

Because of its success, the Daily Report Card Program is currently routinely written into the IEP's of most of the mainstreamed Special Education Students at the Winnebago Public Schools.

During Year 3 the major focus of the program was to develop and modify training materials (including the manual for trainers) and to disseminate training throughout the school system and to other local schools with similar needs. However, evaluation of the program continued, and students and their families continued to be trained. As the year ended, the Family Consultant faded herself out of the program as resource room and classroom teachers took over all parts of the program.

Although the results of other evaluation activities have been summarized in earlier yearly reports, one evaluation of the program conducted during Year 3 will be discussed here. In this assessment of the effectiveness of the program, the appropriate in-school behavior of three students was managed using the DAily Report Card Program with three different levels of family involvement. The three subjects and their families were: (1) a high school student with the highest level of family involvement; (2) a middle school student with minimal family involvement; and (3) an elementary school student with on-going family training to bring a minimally involved parent to the highest level of family involvement.

For each of the families, an initial contact was made to elicit the highest level of family involvement. Families were then assigned to receive specific training based upon their assigned level of involvement. This "assignment" was based upon family choice, family assessment of student interests and routines, and/or previous failure to follow through at a higher level of involvement.

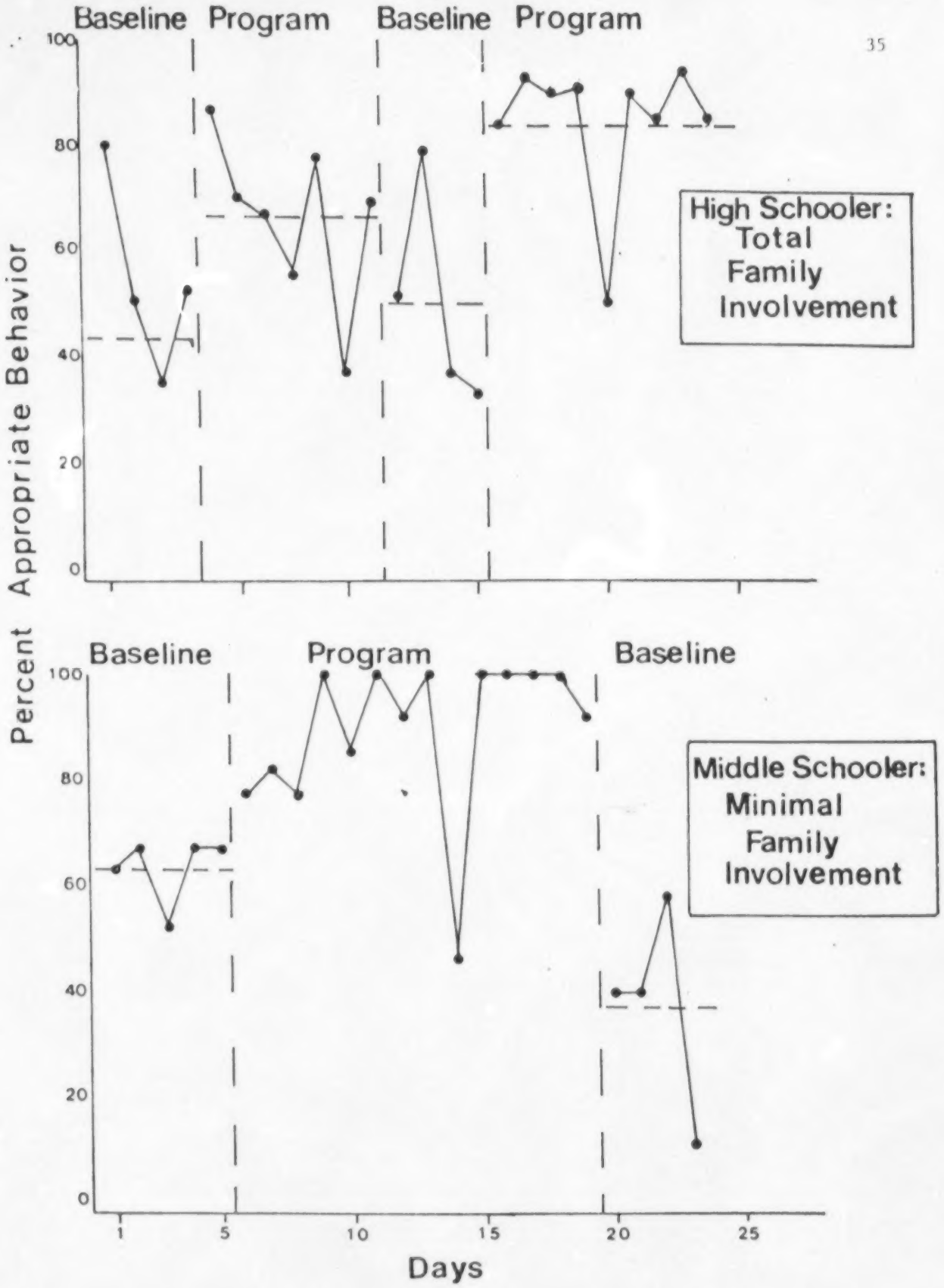
A single-subject reversal design was utilized to examine the effects of the Daily Report Card Program on students' appropriate school behavior, and the various conditions utilized in the study and their effects on students' behavior may be seen in Figures F-5 and F-6.

In the initial Baseline condition the teachers merely monitored students' daily behavior utilizing the Daily Report Cards. No feedback was given to the students or their families concerning the students' behavior. Prior to the Program phase all initial inventories were conducted and families were assigned to an "involvement level". Parent "1 was trained to manage her child's in-school behavior with a combined program of morning prompting and afternoon in-home reinforcement. Parent #2 was trained to prompt in the morning and out the student's card in a safe place in the afternoon. The student was reinforced at school for meeting the daily criterion. Parent #3 was trained to manage the child's behavior at the highest level of involvement with the trainer providing a structured system of reinforcement training for the parent.

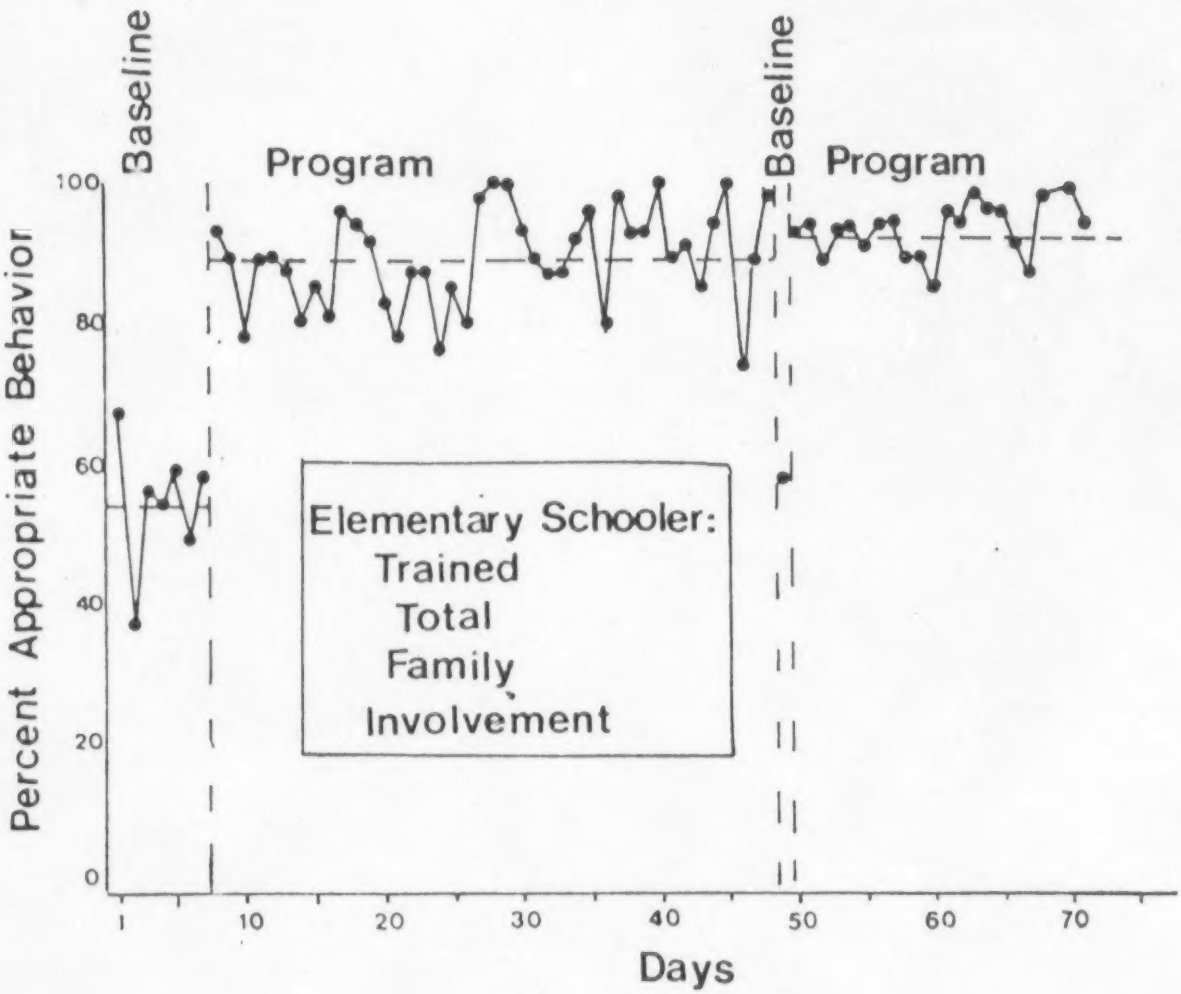
All students received class by class feedback, including praise from the teachers for appropriate behavior.

When the Daily REport Card Program was initiated for the three students, their appropriate behavior in their regular classrooms improved. As can be seen in Figures F-5 and F-6, average appropriate behavior for the three students improved from 43%, 63%, and 54% during Baseline 1 to 66%, 89%, and 89% (respectively) during the Program. Further, for students 1 and 3 who returned to a second Program Condition, the average appropriate behavior was 84% and 92%.

Insert Figures F-5 and F-6 about here


Baseline
Program
Baseline
Program
100
80
60
40
20
0
Percent Appropriate Behavior
High Schooler:
Total
Family
Involvement
Baseline
Program
Baseline
100
80
60
40
20
0
Middle Schooler:
Minimal
Family
Involvement
1
5
10
15
20
25
Days

F-5


Baseline
Program
Baseline
Program
Percent Appropriate Behavior
100
80
60
40
20
0
Elementary Schooler:
Trained
Total
Family
Involvement
1
10
20
30
40
50
60
70
Days

F-6

The results of this evaluation at the Winnebago Public Schools suggest that the Daily Report Card Program is a valuable tool for monitoring and managing the in-school behavior of mainstreamed Special Education students in the public schools.

In addition to the above described institutionalization of the Program at the Winnebago Public Schools, the Program was disseminated to a number of other settings. One resource room teacher at the Walthill Public Schools was trained to use the program. This teacher's use of the Program was evaluated with one mainstreamed high school Educable Mentally Retarded student. Results of this activity are available from the Family Consultant.

One resource room teacher and one regular education teacher at the Dakota City Public Schools were also trained to use the Program. Pre-post test comparisons of these teachers' behavior are avalable from the Family Consultant. In addition, one Educational Service Unit psychologist has been trained to employ the Program.

Two workshops have been presented on the Program. Sixty-one teachers and psychologists attended a workshop at a meeting of the Nebraska Council for Children with Behavior Disorders in Omaha, Nebraska, February 1982. Twelve teachers in a University of Nebraska resource teacher training program attended a workshop given at Laurel, Nebraska, April 1982.

In addition, two presentations on the Daily Report Card Program were made during Year 3--at the Association for Behavior Analysis Annual Convention at Milwaukee, Wisconsin, May 1982,and at Western Iowa Council for Exceptional Children in April 1982. People following up on these presentations and workshops have received copies of the Program's manual.

Copies of the manual are available from the Family Consultant. More detailed evaluation information on the Program is also available from the Family Consultant.

COMPONENT IV. INSERVICE TRAINING

(Inservice Training on the use of specific procedures developed in Components I, II, and III is reported in those respective sections).

Projected Accomplishments for Year 3

1. Continue training with Winnebago personnel. During Year 3, an additional training program on individualization will be conducted.

2. Develop materials to assist in the classroom observation of participants in inservice training programs.

3. Evaluate the effectiveness of inservice training components.

(Observer Training Program)

4. Train five new aides with the training program.

5. Collect data on the students and use data to modify their instructional programs.

6. Disseminate observer training manual.

7. Disseminate results of observation-based interventions.

Two group workshops were presented during the third year of the project. A manual of techniques of individualization was developed (available from the Project Director) and a workshop based upon this marerial was presented to the entire elementary staff. A second workshop was presented to the staff (eight teachers at the Winnebago Public Schools) who participated in SAMPLE, a Title IV after school tutoring program. This workshop concerned tutoring oral reading.

The focus of inservice during the third year shifted from the group workshop or class format used in previous years (with the exception of the two workshops described above) to direct supervision and observation in teachers' classrooms. A large number of these in-class inservice activities were conducted, in addition to ongoing, informal problem solving with the regular education and special education staff.

In the first grade at Winnebago, for example, WBAP staff worked with the teacher to improve her skills at managing her class's behavior. A number of disruptive acting-out and oppositional mainstreamed students were causing difficulties for the entire class; and the teacher was trained to post and recite specific classroom rules, to tightly structure the classroom day, to provide criterion-related supplemental activities (via the CMS), to deliver attention and access to free time contingent upon rule-following behaviors, and to individualize schedules of reinforcers. Figure I-1 shows the direct results of this inservice training on the teacher's contingent use of her attention and the effects of the entire package upon the average percentage of appropriate and inappropriate behaviors of all students in the classroom. Appendix I-1

contains the observation code employed.

Insert Figure I-1 about here

Again in the same first grade class at Winnebago a group of good behavior game classroom management packages were taught to promote generalization of these students' behaviors into daily physical education, music, or art classes when students were taught by different staff and/or were integrated with another class of first graders. The three teachers (PE, art, and music) were trained to divide the class into five groups, post and recite basic rules, and award a small prize to a member of each group which did not break more than three of the rules during a given class time. Both of these programs were maintained by all teachers throughout the rest of the school year.

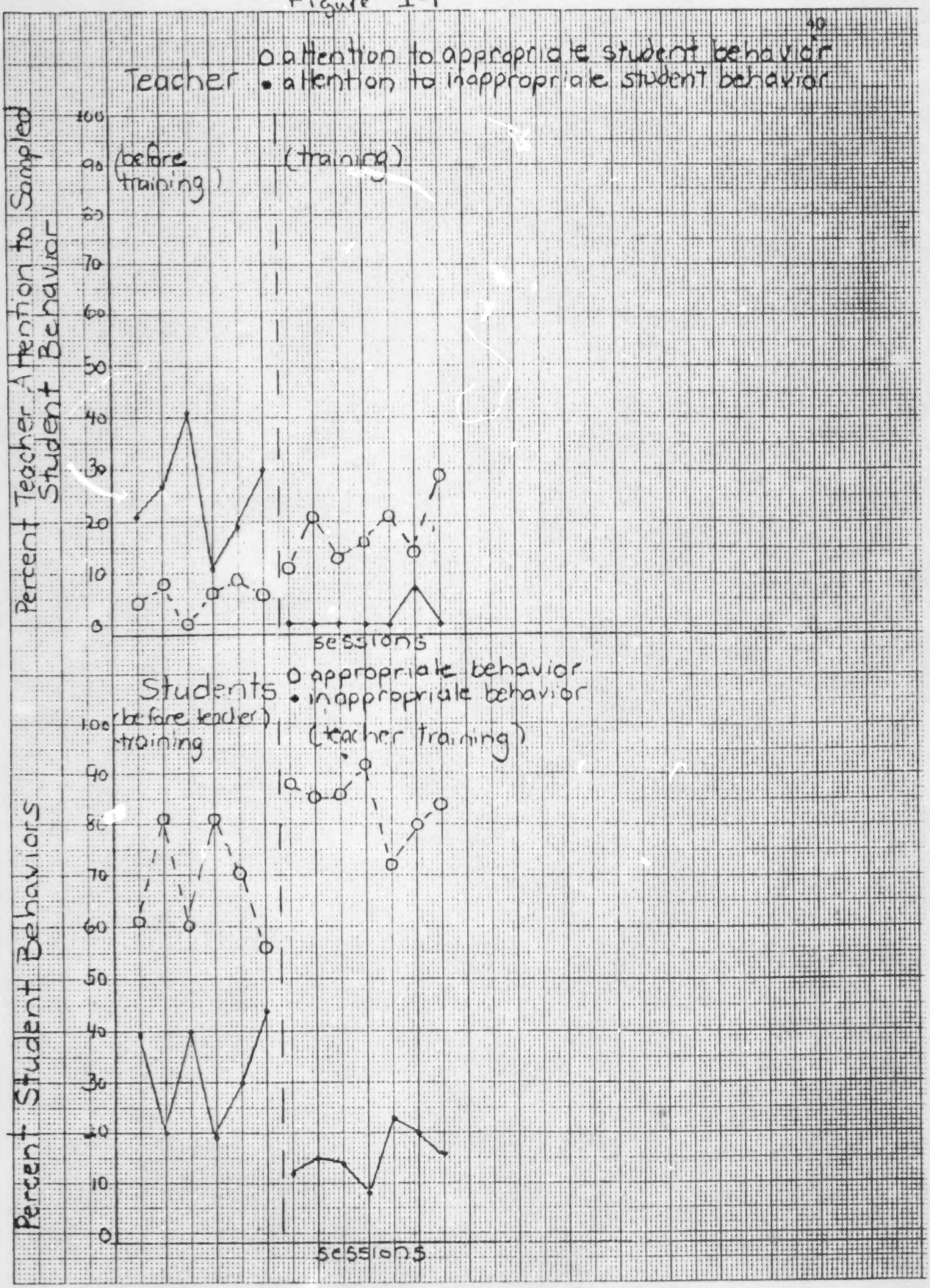
As another example of the inservice training with regular teachers who have mainstreamed Special Education students, the third grade teacher at Winnebago was taught by project staff to adequately integrate (mainstream) several students in using a long-term reading activity center. The teacher was trained to identify the skills appropriate for the center, identify a criterion assessment to be used as a pre-test and to post-test mastery of skills, pre-test each student for individualized placements in the center, and individualize progress through the center according to mastery of skill criteria. Inspection of the students' record charts indicated that each child was appropriately placed and only one of twenty-three students was inappropriately allowed to progress (on only one of eight possible checkpoints).

In the fifth grade at Winnebago the WBAP staff provided assistance for a teacher whose mainstreamed children presented low rates of mastery and high rates of disruptive behavior. The teacher was trained to implement a godd behavior game classroom management program which required groups of children to earn points through accumulating a given number of intervals of appropriate behavior and increasing numbers of completed work. Reinforcers were reports to home and access to daily activity periods.

Again in the fifth grade at Winnebago, the resource teacher was trained to integrate a behaviorally impaired student with four regular peers with whom the student did not engage in appropriate play. The teacher was trained to choose appropriate activities which were structured to promote genuine social interactions and to use differential attention and time-out to further facilitate the increase in interactions. While prior to teacher training an informal sociometric status scale administered to the peers gave no indication of acceptance of the target student, after three months of training the student had attained a moderate indication of acceptance as evaluated by the same scale.

In the sixth grade at Winnebago, where both the regular peers and the four mainstreamed students had high rates of disruptive and oppositional behaviors along with low rates of skill mastery, the teacher was

Figure I-1


Teacher
o attention to appropriate student behavior
• attention to inappropriate student behavior
(before training)
(training)
Percent Teacher Attention to Sampled Student Behavior
100
90
80
70
60
50
40
30
20
10
0
sessions
Students
o appropriate behavior
• inappropriate behavior
(before teacher training)
(teacher training)
Percent Student Behaviors
100
90
80
70
60
50
40
30
20
10
0
sessions

trained to structure the class day, implement a good behavior game classroom management package with a reinforcer of early dismissal, and individualize schedules of contingent attention. The teacher (and a succeeding long-term substitute who received no direct supervision from the project) used the management package for the remainder of the school year. Figure I-3 shows both a decrease in teacher attention contingent upon inappropriate behavior and a clear increase in the percentage of student appropriate behavior (sampled from all students in the class). Appendix I-2 contains the observation code used in this activity.

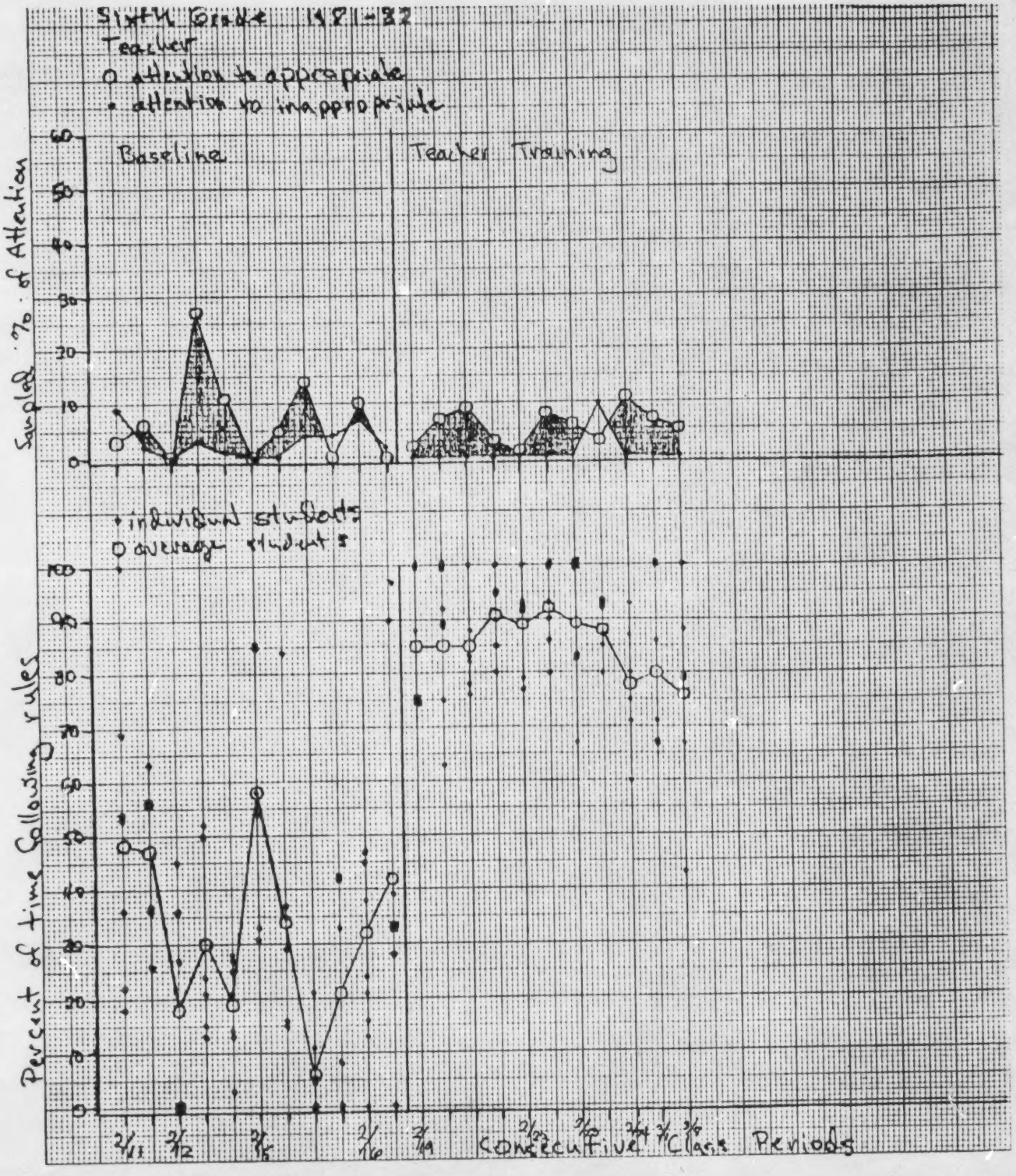
Insert Figure I-2 about here

Also in the sixth grade at Winnebago, an elective mute child was taught to respond appropriately during group reading by training the resource room teacher to hold supplemental reading sessions with the target child and various peers from the reading group in order to program generalization of oral responding to the full group. The child increased the percentage of responding from ten percent of the opportunities to eighty percent and increased the rate of spontaneous responses from zero to three per session.

As a final example of WBAP inservice activities in classrooms, the staff trained a high school industrial arts teacher to use differential attention, placing report card grades contingent upon daily mastery of criterion performance on work, attendance, and social behavior, and to publicly post feedback on mastery. The teacher was taught to use these skills in a welding class and an auto mechanics class. The teacher maintained public posting of mastery feedback of the class throughout the final semester of the school year.

The observer training manual employed in these inservice activities is being disseminated upon request by the program coordinator, and the results of inservice activities are currently being prepared for submission to professional journals.

Figure I-2



K·E 10 X 10 TO THE CENTIMETER
KEUFFEL & ESSER CO
47 1510

APPENDICES

C: SAMPLE MATERIALS FROM THE CMS

T: SAMPLE MATERIALS FROM THE PEER TUTORING PROGRAM

I: SAMPLE OBSERVATION CODES FROM COMPONENT IV

WC-34-6

TITLE: Schoolhouse IC Multiple Meanings IND. # 1-2 GROUP # ____ HET. GROUP #

SKILL: 9 worksheets with different formats dealing with words with multiple meanings.

CONTENTS: Worksheets 191-199, 1 overlay NEEDED: Erasable Marker for each student

INSTRUCTIONS: SI X TI ____ CORRECTION: SC X TC ____ CHECK C

WC-34-7

TITLE: Schoolhouse IC Definitions IND. # 1 GROUP # ____ HET. GROUP #

SKILL: 1 worksheet in which student selects word from a definition to fill in the blank in a sentence.

CONTENTS: Wroksheet 200, 1 overlay NEEDED: Erasable Marker

INSTRUCTIONS: SI X TI ____ CORRECTION: SC X TC ____ CHECK X

WC-34-8

TITLE: Deep Sea Search Game (TC) IND. # 1 GROUP # 2-5 HET. GROUP

SKILL: 2 skills are included--matching cards with homonyms or matching words to their meanings

CONTENTS: Game board and instruction sheet, box with NEEDED:
5 markers, 2 sets of 35 homonym cards and 2 sets of 40 meaning cards.

INSTRUCTIONS: SI ____ TI X CORRECTION: SC ____ TC ____ CHECK X

WC-34-9

TITLE: Charlie Synonyms IND. # 1 GROUP # ____ HET. GROUP #

SKILL: 20 different workcards with different tasks concerning synonyms (selecting synonym to complete sentence, selecting synonym for a given word, select syn. to match word used in sentence).

CONTENTS: NEEDED:
20 cards Charlie machine

INSTRUCTIONS: SI X TI ____ CORRECTION: SC X TC ____ CHECK X

WC-34-10

TITLE: Fun With Words C IND. # 1-4 GROUP # ____ HET. GROUP

SKILL: Write a word that can be identified from clues(opposites, starts the same, definitions, rhymes--2 clues).

CONTENTS: 50 cards, 4 blank answer sheets, 1 direction sheet, 1 answer key NEEDED: Erasable marker

INSTRUCTIONS: SI X TI ____ CORRECTION: SC X TC ____ CHECK X

NAME _____ BOOK F

	5-10	11-16	17-22	23-28	29-34	35-40	41-46	47-52	53-56	57-62	MASTERY TEST	63-68	69-74	75-80	81-84	85-90	91-96	97-102	103-108	109-112	113-118	119-122	123-129	MASTERY TEST
WA/SA		6								37		41											79	
WR					17				33							55				69			80	
WC								27		36						54					72	75		
DC	2		9	12		19							43	46			59		65	67				
IC			8 10		15 16	20	24	26	32	35				47	50	53	57		64		71	74	77 78	
CC	3	5		13			23	28	30			39 40	44		51		58	61		68				
SS						21			31					48				62						
E																								

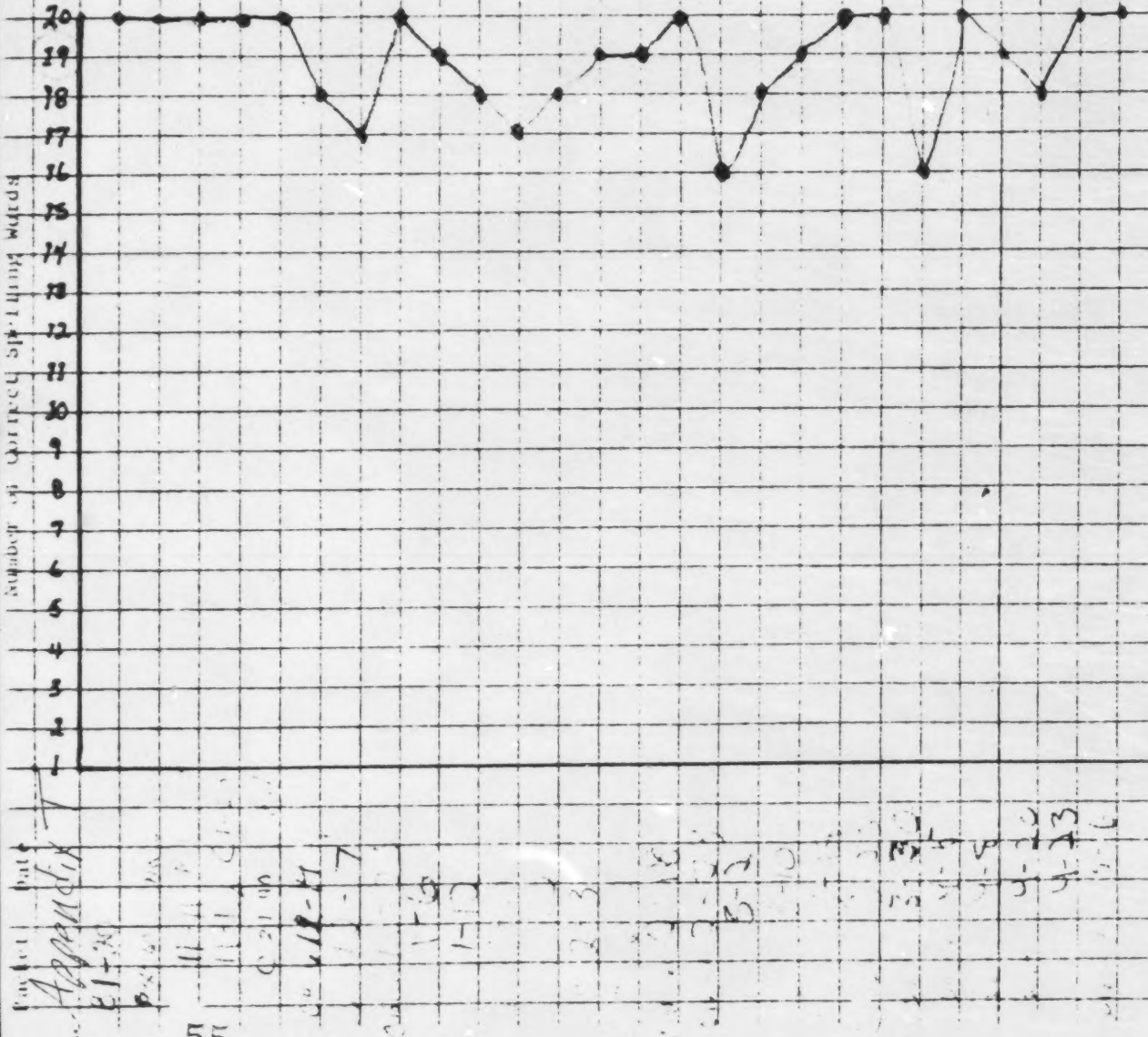
Match word to its picture Matching Words and Picture	93-98	(58)	WC-3-1 WC-234-5	
Match words to their class Classifying	99-104	(62)	WC-23-1 WC-23-2 WC-23-3 WC-3-3 WC-234-1	WC-12-5(14-19)
Choose homonym to complete sentnce Homonyms	99-104	(63)	WC-23-6 WC-23-7 WC-23-9 WC-23-2 WC-34-5 WC-23-8 WC-34-3 WC-23-1 WC-23-3	WC-3456-1 WC-34-8
Circle the word that doesn't belong to the class Classifying	125-130	(84)	WC-23-1 WC-23-2 WC-23-3 WC-3-3 WC-234-1	WC-12-5(14-19)
Select the definition that fits the meaning of the word in the sentence Multiple Meanings/Homographs	131-140	(91)	WC-34-6 WC-3-7 WC-3-2	

READING ASSESSMENT - Word Recognition

QUESTIONS	TESTS	LEVELS												
		R	1	2	3	4	5	6	7	8	9	10	11	12
Basic Sight Vocabulary	Brigance (A-2), Dolch Test, Essential Sight Word Test I & II, Brigance E (D-1)	x	x	x	x									
Direction Words	Brigance (A-3), Brigance E (D-2)		x	x	x	x	x							
Abbreviations	Brigance (A-4), Brigance E (D-3)		x	x	x	x	x	x						
Contractions	Brigance (A-5), Knowledge of Contractions Test			x	x									
Common Signs	Brigance (A-6), Brigance E (D-4, D-5)		x	x	x	x								
Number Words	Brigance (B-5), Brigance E (D-6)			x	x	x	x							
Basic Math Vocabulary	Brigance E (T- 1-3)								x	x	x	x	x	x
Medical Vocabulary	Brigance E (V-1, V-2, V-6)								x	x	x	x	x	x

SPELLING

NAME: VICKI



PERIOD 3rd

TUTORING CALENDAR

WEEK OF 3/15-19

STUDENTS: / DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Even
Nellie + Barb	X	Child Dev. Reading - Chap 3, pp 42-54 Questioning - End of Chap. qus. Adult Living X	Child Dev. Questioning - Complete questions & review Noted + quizzes Questioning - Pregnancy Take-home test Adult Liv. X	Child Dev. X Adult Liv. Reading - Chap 5 Questioning - Review notes, etc	X
Duane + Kent	X	Alg I - Chap 6 Reading - p. 192 Questioning - p. 193, odd Questioning - p. 419 (top) 1-31, odd p. 419-420, 1-33 odd	X	Alg I - Chap 6 Reading - p. 194 Questioning - p. 195, odd Questioning - pp. 420-421 odd	Alg I - Chap 6 Questioning - p. 421, odds - Complete Questioning - pp. 197-199, 19-101 circled
Tom + Steve	X	Eng II Reading - Act III finish Questioning - p. 349, Scene 1, 1-6 Scene 2, 1-4 Teaching Book, 2-4	X	X	Eng II J.C. Reading - Act II
57					58

COURSE INFORMATION SHEET

COURSE _____ TEACHER _____ DATE _____198_

1. IS THERE A COURSE SYLLABUS (PLEASE ATTACH)?

2. WHAT TEXT OR TEXTS ARE USED IN THE CLASS?

READABILITIES-

3. ARE THERE STUDY GUIDES FOR THE TEXT (EITHER TEACHER CONSTRUCTED _____
OR IN THE TEXT _____)?

4. LIST THE TYPES OF ASSIGNMENTS GIVEN THROUGHOUT THE COURSE: HOW OFTEN:

READ TEXT		_____
WRITE ANSWERS TO QUESTIONS/PROBLEMS	_____	_____
WRITE SHORT PAPERS	_____	_____
WRITE RESEARCH PAPERS	_____	_____
STUDY FOR TESTS/QUIZZES	_____	_____
OTHER:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. (IF QUIZZES ARE GIVEN) WHAT ARE THE NATURE OF QUIZZES:

SHORT ANSWER	_____	MATCHING	_____
ESSAY	_____	FILL IN THE BLANK	_____
MULTIPLE CHOICE	_____	TRUE/FALSE	_____

DO QUIZZES COVER MATERIAL IN TEXT _____ MATERIAL COVERED IN CLASS (NOTES) _____
OTHER _____.

6. IS HOMEWORK ASSIGNED? WHAT TYPES OF HOMEWORK ASSIGNMENTS ARE MADE (PLACE AN "H" BY APPLICABLE ASSIGNMENTS IN #4 ABOVE)? HOW OFTEN?

7. HOW IS THE DAILY CLASS STRUCTURED: LECTURE _____ DISCUSSION _____
INDIVIDUAL WORK _____ GROUP PROJECTS/ACTIVITIES _____
OTHER _____

8. HOW IS THE GRADE IN THE COURSE DETERMINED?

PLEASE WEIGHT HOW MUCH EMPHASIS IS PLACED ON EACH OF THE FOLLOWING

TESTS _____

HOMEWORK

ANSWERS TO QUESTIONS/PROBLEMS _____

SHORT PAPERS _____

RESEARCH PAPERS _____

PROJECTS _____

CLASS PARTICIPATION _____

OTHER

_____ _____

_____ _____

DO YOU GRADE ON A CLASS CURVE _____ STRAIGHT PERCENTAGE _____

OTHER _____

OTHER INFORMATION ABOUT GRADING POLICIES:

HOW TO FILL OUT THE COURSE INFORMATION SHEET

The purpose of the Course Information Sheet is for the Tutor Director to receive information on the types of assignments required of students in the course, the materials used in the course, and the teacher's grading criteria. This information will be used in developing the tutoring plan for an individual student.

This form should be updated, for each class, at least once per year. The sheet is best filled out at a meeting between the Tutor Director and the course teacher. However, when time does not permit, the teacher may fill out the form herself/himself, with the assistance of this information sheet.

1. Please attach a copy of the course syllabus to the information sheet, when one is available. If the teacher distributes a schedule of when assignments are due throughout the semester, that should be attached.

2. List the names of the text or texts which are used in the class. If students do not each have a copy of a text, please ask if one could be made available for the tutoring program as long as a youngster from the class is being tutored. After evaluating the readability of the text, the Tutor Director should record readability levels on the information sheet. Teachers who are filling out this sheet need not bother with "READABILITIES".

3. If the teacher has developed study guides for the text used in the class, place an "X" on that blank. If the text itself has a study guide at the end of the chapters/units, place an "X" in that box. Ask if the study guides are assigned--do students write out answers to these questions, are they discussed in class, etc.? Write the answers to these questions in the blank space after #3.

4. Place an "X" beside each type of assignment that may be given at any time during the semester. Please write in other types of assignments that are made during the course (special projects, e.g.). Then indicate (roughly estimate) how frequently these assignments are made: daily, weekly (once a week), 2 times per week (2 X weekly), or the number of times assigned during the semester (indicate with the number--1, 2, 3, 4, etc.). If the assignment is always made or due on a specific day of the week (assigned Mon., due Fri.), please indicate that.

5. Place an "X" on the blank indicating each type of question the teacher may include on a quiz. Place asterisks(*) by each type of question that is used "very frequently" or "the most often". Place an "X" by each type of material which quizzes or tests are developed from. Indicate which is emphasized most by placing an asterisk by those items. Place no asterisk if all items with "X's" are weighted approximately equally.

6. Place an "H" in front of all types of assignments listed in #4 which are assigned as homework/may be assigned as homework. Write the answer to the question "How often is homework given".

7. Place an "X" beside each activity which occurs during the class period.

8. Write down the estimate of the percentage of the student's final grade that is determined by each of the items listed in #8. Write the percentage (50%, 25%, etc.) beside each activity which is graded in the course. Please list other types of graded activities, projects, etc., and estimate their importance to the final grade. Also place an "X" by the description of how grades on individual activities (quizzes, papers, participation) are determined--is a curve used, etc. You might write in the types of assignments which are graded in each manner in the blank if more than one approach is used. Space is left for an explanation of additional grading policies or criteria.

PRE-ASSESSMENT FORM OF STUDENT SKILLS

STUDENT _____ COURSE _____ TEACHER _____

DATE _____

Please rate this student's performance in your class during the last 2 weeks. Circle the letter grade which you believe describes her/his performance in each of the areas. If you wish, you may write a plus (+) or minus (B-, for example) by the grade that you circle. If a category is not applicable (e.g., no quiz was given that week), please circle NA.

PERFORMANCE AREA	LAST WEEK						THIS WEEK					
Attendance	A	B	C	D	F		A	B	C	D	F	
Deportment	A	B	C	D	F		A	B	C	D	F	
Participation	A	B	C	D	F		A	B	C	D	F	
In-class Assignments	A	B	C	D	F	NA	A	B	C	D	F	NA
Homework	A	B	C	D	F	NA	A	B	C	D	F	NA
Tests/Quizzes	A	B	C	D	F	NA	A	B	C	D	F	NA
Study Skills	A	B	C	D	F		A	B	C	D	F	

Are these weeks typical of the student's performance in other weeks?

Did you have the student in a class last semester?

If yes, what letter grade did the student receive ? _____

Please rank order the student in relation to other students in your class:

in the class _____ student's rank _____

Please list any additional comments concerning the student's performance in your class which would be helpful to the Tutor Director in developing a tutoring program for the student (why do you think this student is having difficulty, what specific types of skills does s/he seem to have the most problems with, etc.).

STUDENT TUTORING PROGRAM: TEACHER ASSIGNMENTS FORM

As a part of the Student Tutoring Program, students who are being tutored will be learning basic study skills. One of the first of these is to keep an accurate list of class assignments. While the student is learning this skill, we need your help as his or her classroom teacher. Please fill out this form and RETURN TO RITA CARTER in Room #10 by Monday AM of each assignment week. This form will be used to check the student's accuracy in keeping track of assignments in your class, so please provide us with additions and/or deletions as they occur. AS SOON AS THE STUDENT PERFORMS THE TASK WITH ACCURACY, YOU WILL NOT NEED TO CONTINUE YOUR PART. In the meantime, we appreciate your cooperation!

STUDENT _____ CLASS _____

WEEK OF _____ PERIOD _____

ASSIGNMENTS

Please note the basic information for class assignments, such as Read page # in Chapter #, Homework, Quiz or Test, Paper or Report, etc. You need not include specific requirements for the assignments. Please list the assignment for the day it is DUE (not the day it was made). Thanks!

DUE -----

MONDAY:

_____

TUESDAY:

_____

WEDNESDAY:

_____

THURSDAY:

_____

FRIDAY:

_____

INSTRUCTION SHEET FOR MONITORING FORM

The purpose of this form is to give us, in the tutoring program, continued information on the effectiveness of tutoring on the students' work in the classroom. This form will not be shared with the student. If you have any questions about how to fill out the form please contact the Tutor Director. You may be asked to fill out this form on either a tutor or a student who is receiving tutoring. This student may be receiving tutoring in your class or in other classes. Your assistance in helping us evaluate the program will make the program more responsive to the needs of the students.

Performance Ratings

On this form you are asked to assign a letter grade to the student's performance in a number of different areas. You are asked to do this for the entire week (i.e., to assign a letter grade which reflects the student's performance over the entire week). In doing this you may need to average the student's grades across several assignments, quizzes, etc.

In rating each area, please circle the letter grade you would assign for the student's average performance during the week and place a plus or minus after the letter grade if this will better describe the student's performance (B+, D-). If you cannot rate an area because there was no opportunity during the week (e.g., no quiz), please circle NA for "not applicable".

Please consider the following types of criteria in rating each area:

Attendance--both daily attendance and punctuality/tardiness

Deportment--following your classroom rules, on-task or work-related behavior

Participation--active participation in activities assigned during class time, work in groups and with other students, participation during discussions, answering questions when called upon, volunteering information and/or opinions

In-class Assignments--work completed during class. Assign the grade you would give or have given for work turned in or evaluated informally during class.

Homework--homework (work at least partially completed outside class) which was turned in or due during the week

Tests/Quizzes--average of grades earned for all quizzes/tests during the week

Study Skills--utilization of study time (during and outside of class), listening skills, keeping track of assignments, organization skills, ability to get main idea from information presented, etc.

Comments

Please use the bottom and back of the evaluation to list any comments which you feel help clarify the grades you have assigned or other comments on the student's work during the week.

After completing this Monitoring Form, PLEASE RETURN IT TO Rita Carter, Rm. 10.

Appendix I-1

2/8/82

CLASSROOM OBSERVATION CODE

List all the students' names in the top boxes of the data sheet in the order in which the students will be observed (i.e. in the order in which their desks are in the rows or; in the order in which they are sitting around the circle, etc.).

Time-sample the students' behavior with a 10-second observing period and a 5-second recording/locating the next student period as follows: Observe the first child continuously for 10 seconds; record the first child's behavior and locate the next child to be observed during the next 5 seconds; observe the second child continuously for 10 seconds; record the second child's behavior and locate the next child to be observed during the next 5 seconds, and so on. Use the names at the top of each successive column to dictate which child is observed next.

Use the daily report card rules (attached) as the definitions of child behavior. If the student being observed during the 10 second interval follows all the rules for the whole 10 seconds, a + is placed in that interval on the data sheet. If the student does not follow all the rules for the whole interval (i.e. there is even one incident of misbehavior) a − is placed in that interval on the data sheet.

If the teacher attends to the student who is currently being observed, a circle is made around the + or the − in that interval (⊕ or ⊖). Definitions of teacher attention are as follows:

Teacher Attention

(1) Verbal - Any time the teacher talks to the student being observed. This includes praising the student, commenting about the student's work or behavior, or just chatting with the student. This includes yelling at the student or directing the student to do something. This includes praises, instructions, or comments directed to a group of students if the student being observed is in that group.

(2) Physical - Any time the teacher touches the student that is currently being observed. Touching includes pats, head or back rubs, or any other body contacts used to express affection or appreciation. It also includes things like pushing a child's hair out of her eyes, or rubbing a hurt knee etc. It also includes hitting, slapping or pushing, etc. (negative forms of physical attention).

(3) Assistance - Any time the teacher helps the child that is currently being observed This includes looking over the child's work, giving her materials, answering a question, fixing something that is not right with the child's work or task, etc.

It does not matter which form of teacher attention is observed. All forms are recorded the same way, once per interval.

Calculations

Compute the Percent Appropriate Behavior for each child by dividing the number of total intervals the child was observed by the number of intervals in which a + was recorded for that child.

Compute the Percent Teacher Attention to Appropriate Behavior for each child by dividing the number of total intervals the child received a + by the number of total intervals in which a ⊕ was recorded for that child.

Compute the Percent Teacher Attention To Inappropriate Behavior for each child by dividing the number of total intervals the child received a − by the number of total intervals in which a ⊖ was recorded for that child.

STUDENT BEHAVIORS (DAILY REPORT CARD RULES)

(1) STAY IN SEAT - The student remains seated where the teacher tells him to sit (at his desk, on the library steps, etc.) unless he gets permission from the teacher to get up and get or do something. The student may sit on his leg, but must be facing front if he is supposed to be sitting at his desk. Crawling under or on his desk is not allowed.

(2) TALK APPROPRIATELY - The student does not talk to other students or the teacher while the teacher is talking or while the student is supposed to be working, individually, without talking, unless the teacher gives him permission. The student does not complain or refuse to do work and does not try to talk other students into not working.

(3) FOLLOW DIRECTIONS - The student follows directions (does what the teacher says to do) that are given just to him or to the whole class without having to be told more than once.

(4) LEAVE OTHERS ALONE - The student does not touch other students or the teacher and does not take or disturb the property of other students or the teacher without permission. (This includes hitting, and taking things kids' desks.) If the student is supposed to be paying attention to the teacher or working on his own, he must not be touching other kids or their things even with their permission.

Appendix I-2

2/8/82

CLASSROOM OBSERVATION CODE

List all the students' names in the top boxes of the data sheet in the order in which the students will be observed (i.e. in the order in which their desks are in the rows or; in the order in which they are sitting around the circle, etc.).

Time-sample the students' behavior with a 10-second observing period and a 5-second recording/locating the next student period as follows: Observe the first child continuously for 10 seconds; record the first child's behavior and locate the next child to be observed during the next 5 seconds; observe the second child continuously for 10 seconds; record the second child's behavior and locate the next child to be observed during the next 5 seconds, and so on. Use the names at the top of each successive column to dictate which child is observed next.

Use the daily report card rules (attached) as the definitions of child behavior. If the student being observed during the 10 second interval follows all the rules for the whole 10 seconds, a + is placed in that interval on the data sheet. If the student does not follow all the rules for the whole interval (i.e. there is even one incident of misbehavior) a — is placed in that interval on the data sheet.

If the teacher attends to the student who is currently being observed, a circle is made around the + or the — in that interval (⊕ or ⊖). Definitions of teacher attention are as follows:

Teacher Attention

(1) Verbal - Any time the teacher talks to the student being observed. This includes praising the student, commenting about the student's work or behavior, or just chatting with the student. This includes yelling at the student or directing the student to do something. This includes praises, instructions, or comments directed to a group of students if the student being observed is in that group.

(2) Physical - Any time the teacher touches the student that is currently being observed. Touching includes pats, head or back rubs, or any other body contacts used to express affection or appreciation. It also includes things like pushing a child's hair out of her eyes, or rubbing a hurt knee etc. It also includes hitting, slapping or pushing, etc. (negative forms of physical attention).

(3) Assistance - Any time the teacher helps the child that is currently being observe This includes looking over the child's work, giving her materials, answering a question, fixing something that is not right with the child's work or task, etc.

It does not matter which form of teacher attention is observed. All forms are recorded the same way, once per interval.

Calculations

Compute the Percent Appropriate Behavior for each child by dividing the number of total intervals the child was observed by the number of intervals in which a + was recorded for that child.

Compute the Percent Teacher Attention to Appropriate Behavior for each child by dividir the number of total intervals the child received a + by the number of total intervals in which a ⊕ was recorded for that child.

Compute the Percent Teacher Attention To Inappropriate Behavior for each child by dividing the number of total intervals the child received a — by the number of total intervals in which a ⊖ was recorded for that child.

WINNEBAGO BEHAVIOR ANALYSIS PROGRAM

AN ASSESSMENT AND SERVICE DELIVERY MODEL WITH
PARENT, PEER, STAFF AND COMMUNITY INVOLVEMENT

WINNEBAGO PUBLIC SCHOOL
BOX KK
WINNEBAGO NEBRASKA 68071

Appropriate Behaviors for Sixth Grade Students, Spring Semester, 1982.

Come On Time - The student is in his seat (or place) in the classroom when class is scheduled to begin.

Follow Directions - The student follows directions (does what the teacher says to do) that are given just to him or to the whole class without having to be told more than once, or looks at work assigned by teacher at least once during the 10 second observation period.

Leave Others Alone - The student does not touch other students or the teacher without permission. (This includes throwing spit wads at a student, hitting, and taking things off kids' desks.) If the student is supposed to be paying attention to the teacher or working on his own, he must not be touching other kids or their things even with their permission.

Keep Things Quiet - The student does not bang his books on the desk, slap or tap the desk, kick things, or make any other noises with things that disturb other kids or the teacher.

Talk Appropriately - The student does not talk to the other students or the teacher while the teacher is talking or while the student is supposed to be working, individually, whithout talking, unless the teacher gives him permission. The student does not complain or refuse to do work and does not try to talk the other students into not working. The student does not holler out for help.

Complete and hand in assignment on time - The student finishes his work (and hands it in if it is supposed to be handed in) at the time set by the teacher.